ENGLISH
Methodology Guide
Eleventh Grade
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 “GUÍA METODOLÓGICA DE INGLÉS 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.
| OBJETIVO DEL DOCUMENTO | 5 |
| LINEAMIENTOS DE EVALUACIÓN | 8 |
| OBJETIVOS DE LA ASIGNATURA | 9 |

| UNIT 1 Meeting Famous People Around the World | 12 |
| Lesson 1 How did they become so famous? | 13 |
| Lesson 2 When did he achieve that? | 16 |
| Lesson 3 What made them famous? | 20 |
| Lesson 4 How can someone do that? | 23 |
| Lesson 5 Can somebody’s weakness become their strength? | 27 |

| UNIT 2 The World Around Us | 32 |
| Lesson 1 How has migration changed our world? | 33 |
| Lesson 2 What are they celebrating? | 37 |
| Lesson 3 Where does that come from? | 40 |
| Lesson 4 How do they do that? | 44 |
| Lesson 5 How does technology connect us? | 47 |

| UNIT 3 Eating Habits | 52 |
| Lesson 1 What’s the healthiest option? | 53 |
| Lesson 2 What do you usually have for breakfast? | 57 |
| Lesson 3 How do you like your coffee? | 60 |
| Lesson 4 How do you prepare that? | 64 |
| Lesson 5 Where’s the cookbook? | 67 |

| UNIT 4 International Tourism | 72 |
| Lesson 1 Wouldn’t you like to relax on the white sands of Puerto Rico? | 73 |
| Lesson 2 Are you going to the carnival this year? | 77 |
| Lesson 3 Did you remember to make the hotel reservations? | 80 |
| Lesson 4 Do you offer shuttle service to the airport? | 84 |
| Lesson 5 Would you recommend that others vacation there? | 88 |

| UNIT 5 The Environment Around The World | 92 |
| Lesson 1 Is recycling really helpful? | 93 |
| Lesson 2 How much damage do oil spills cause? | 96 |
| Lesson 3 How is global warming affecting us? | 100 |
| Lesson 4 Can we prevent natural disasters? | 104 |
| Lesson 5 Are we really concerned about the environment? | 106 |
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>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tr>
<td>10th Grade</td>
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<td>Able to understand sentences in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to face-to-face conversations. Understanding is often uneven repetition and rewording may be necessary.</td>
<td>Able to handle successfully a limited number of interactive task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a restricted manner. Within these limitations, can perform such task as introducing self, ordering a meal, asking directions, and making purchases. Strong interference from native language may occur.</td>
<td>Able to understand main ideas and/or some facts from simple texts dealing with basic personal and social needs such as public announcements and short straightforward instructions dealing with public life.</td>
<td>Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.</td>
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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 with what is learned and how it is learned. The teaching learning process must be varied. It must not only take into account the oral aspect of communication but also those non-oral 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 it 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

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<th>ACTIVIDAD / MES</th>
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Período de inducción:
- Diagnóstico de competencias básicas de la asignatura
- Estrategias de aprendizaje autónomo
- Refuerzo a contenidos deficitarios

Módulo 1:
- Diagnóstico y desarrollo de la unidad 1
- Prueba objetiva
- Refuerzo académico

Unidad 2:
- Diagnóstico y desarrollo de la unidad 2
- Prueba objetiva
- Refuerzo académico

Unidad 3:
- Diagnóstico y desarrollo de la unidad 3
- Prueba objetiva
- Refuerzo académico

Unidad 4:
- Diagnóstico y desarrollo de la unidad 4
- Prueba objetiva
- Refuerzo académico

Unidad 5:
- Diagnóstico y desarrollo de la unidad 5
- Prueba objetiva
- Refuerzo académico
- Refuerzo académico
Unit 1
Meeting Famous People Around the World

Unit concepts
This unit focuses on famous people and their accomplishments. Students will have many opportunities to use vocabulary related to people and professions. Biographical readings and activities will provide students a chance to see material related to personality traits and accomplishments in context.

What are some of the ways a person’s character is revealed? That question will be answered throughout this unit. Ways in which we can gain insights into a person include stories about that person, autobiographical accounts and historical data. Class work should reinforce vocabulary related to personality traits, aspiration, accomplishments, etc.

Grammar
Historical figures and events will give students the chance to use the past tense. There will be a special emphasis on time clauses in the past, for example: Before I read the book, I watched the movie. Correct use of time clauses will aid students in understanding connections and sequences.

Vocabulary
Vocabulary related to time clauses is an important tool for arranging events in the proper order. Mastering time related phrases (such as as soon as, before, once, etc.) is important for telling a good story.

Stories about people will put into practice vocabulary related to personality traits, dreams and desires, accomplishments and flaws. The unit activity will involve storytelling. In this activity, students will put into practice new vocabulary acquired in this unit.

Everyday English
In this unit, speaking activities focus on talking about people. Speaking activities related to people will include topics such as personality, appearance, and events in peoples lives.

Another important aspect of the speaking activities in this unit is the use of interrogative expressions to gather information. Students will practice the use of interrogatives by interviewing each other to gather information. Students will summarize and clarify information from different sources including online resources in order to prepare an oral presentation about a famous person.
Lesson 1

HOW DID THEY BECOME SO FAMOUS?

Methodology

Motivation

In this lesson, students will apply what they have learned about the past tense to biographical passages relating to past events, achievements, etc. Students will complement their existing skills for operating in the past tense by studying time clauses. Time clauses are important for showing the sequence of events, which will be formally introduced in the next unit.

Methodological guidelines

After students read and answer the questions about the conversation activity on page 11, you can prepare them for studying time clauses with the following activity:

On the board, write the phrases: “during the 1972 elections”, “while he was studying”, and “before he began reporting on the state elections in ’72”.

Ask the questions: “When did Tim actually start writing seriously for the newspaper?”, “When did Tim start working for the Richmond Gazette?”, and “When was Tim writing summaries of major crimes?”

Write out the complete answers on the board:

Tim actually started writing seriously for the newspaper during the 1972 elections.

Tim started working for the Richmond Gazette while he was studying.

Tim was writing summaries of major crimes before he began reporting on the state elections in ’72.

Leave these sentences on the board while reviewing the description of time clauses on page 13. After reviewing the examples given on page 13, ask the students to identify the time clause in each sentence. Have students rewrite the 3 sentences so that they begin with the time clause and remind them to include a comma after the time clause. They should produce the following answers:

During the 1972 elections, Tim actually started writing seriously for the newspaper.

While he was studying, Tim started working for the Richmond Gazette.

Before he began reporting on the state elections in ’72, Tim was writing summaries of major crimes.

After reading “Orca Numbers Down in Puget Sound” and completing Activity 2, ask the students the following questions:

What does Ken Balcomb do for work?

How do the fisherman and the orca whales compete?
What is the difference between sportfishing and commercial fishing?
Is there a large sportfishing industry in El Salvador?

After completing the listening activity on page 15, practice using adjectives to describe character.

Remind students that adjectives are descriptive words. List the adjectives on the board that students use to describe their stereotypes for the kinds of professionals described in the listening activity.

Brainstorm stereotypes: What are some stereotypes about...
... of musicians and composers?
... of poets?
... of inventors?
... of boxers?
... of successful diplomats?

Create adjectives by adding suffixes to words. For example, interest + ing = interesting (an adjective). Students will become familiar with these adjectives by using them. There is no convenient rule that can be universally applied, so seeing these words used in context is especially important.

Have students work in groups to practice brainstorming adjectives to describe famous personalities. Choose several well known figures; they can be actors, politicians, musicians, etc. Have student make a list of adjectives that describe that person.

Have each student describe one of the famous people from their list. They should address the entire class. This is their chance to begin speaking about famous people.

Make sure that your students are aware that the goal of speaking in class is to communicate in English. Speaking perfectly is not the objective.

Allow the students to speak, even if they mispronounce words or speak with many errors. Becoming comfortable when speaking (even if it is not perfect) is a very important part of the learning process. Encouraging students to speak and allowing them to make some mistakes will help them lose their inhibition.

Before students complete the Hands on! activity, have the students work in small groups and ask each other the following questions:
1. Are you interested in the personal lives of famous people?
2. What is the difference between your personal life and your work life?
3. Where do you get your information about famous people?
4. Do you think that this sort of information is news or entertainment?
5. Where do you learn about famous people and their lives?
After each group discusses these questions, have one person from each group report to the class.

- What did members of the group agree on regarding questions about famous people?
- What were some of the differences of opinion between members of the group?

Tell the students to memorize the nine words and phrases in the box in Activity 10. These time-related vocabulary words are very important for speaking precisely about the relationship of different events in time.

Notice that in Activity 10 there are several correct answers to some of the questions. Spend a few minutes to explain the meaning of “as soon as” and “by the time”.

“As soon as” means the same thing as “once”. It is conditional on another event. I will pay the rent as soon as I can. “By the time” means that something already happened or was happening before another event. The movie had already started by the time we arrived at the theater.

Have students interview each other with the following questions. Students should respond using a time clause.

1. When do think you will get married?
2. How long do you think you will stay in school?
3. Do you think you will buy your own house?
4. When did you start studying English?

Remind students that in Activity 11 when you rewrite the sentences containing time clauses, you may need to add or remove a comma. This is because of the natural pause in speech. When we begin a sentence with a subordinate clause, we pause before stating the main clause. This speech pattern is reflected in writing through the use of commas.

In-class activities should involve questions that encourage the students to use time clauses. Questions about when they did something in the past, why they were inspired to do something, how long they will engage in a certain activity, etc. can provide valuable opportunities for students to express themselves using time clauses.
First Unit

Lesson 2

WHEN DID HE ACHIEVE THAT?

Methodology

Motivation

Summarizing and paraphrasing are important ways for students of a foreign language to continue their language acquisition process. Paraphrasing allows students to use vocabulary they are familiar with to explain the general idea. Summarizing also allows students to simplify information to a level of complexity that they are comfortable with.

Encourage students to find ways to express themselves using the vocabulary they already know. This not only helps them to establish speech patterns in English but will also help create awareness of what types of language structure they need to master in order to more successfully communicate.

Methodological guidelines

Before students read the conversation, review some important vocabulary words that they will need to know. The following terms should be explained before students begin the reading: Film (movie), gross (an informal way to say earn, not commonly used), reel in (to retrieve or to bring, this term is commonly associated with fishing).

After listening to the conversation, have students work in pairs to practice the conversation. Students should listen carefully to the recording in order to imitate the rhythm and intonation that they hear.

Have students work in pairs to ask each other to identify their favorite activities from the list on page 20.

Drawing from the list of activities, ask the students for the names of some of the most famous soccer players, swimmers, actors, writers, etc.

What is El Salvador famous for? Before completing Activity 4, ask students what they think El Salvador is known for to the rest of the world. Write their responses, both positive and negative, on the board.

Before reading, it is a good idea to ask the students questions about the topic of the reading.

As a teacher, you can use pre-reading strategies with your students to activate the knowledge they already have. Before reading the passage about Gerardo Barrios, ask the students the following questions:

Who was General Captain Gerardo Barrios?
What was he famous for?
Where is there a monument in his honor?

These questions will prepare the students for the reading by activating their existing knowledge about themes that will be discussed.
After completing the activities on page 21 ask students to write a timeline of the events in the reading.

Review the use of time clauses. Have students fill in the blanks.

1. Gerardo Barrios lived from 1813 _____ 1865.
2. _____ he was president, Barrios supported education and the arts.
3. _____ Barrios was forced out of the presidency, many coffee plantations had been established.
4. Barrios served in the army _____ becoming president.

Focus on correct pronunciation by carefully listening to the conversation about Helen Keller.

After listening to the conversation and completing the activity on page 8, have students work in pairs to practice reading the conversation out loud.

After reading the different points of view about the famous people in the Time to read section, discuss how our opinions are influenced by our sources of information.

Remind students that when researching the lives of famous people, it is important to explore different sources to get different points of view.

The following texts can be used as a supplementary reading:

"In 1492 Columbus sailed the ocean blue"

In 1492 Christopher Columbus sailed with the three ships, the Nina, the Pinta and the Santa Maria. The ships and the money for the journey were provided by Queen Isabella and King Ferdinand of Spain. Columbus was searching for a Western rout to Asia and was determined to prove that the world was round. This fearless adventurer discovered the Americas and began a new age of exploration.

"Columbus was a brutal captain known for his greed and cruelty"

For many years, sailors suspected that the world was round. They had observed how at a great distance, the bottom of a ship disappeared first and the sails where the last part of the ship to be seen as it continued beyond the horizon. Columbus was not the first person to believe that the world was round. At the new colony in the Caribbean, Columbus was a brutal governor and was criticized for his policies. In 1500, Columbus was sent to Spain in chains and imprisoned.

After reading these the short passages, ask students the following questions:

- How is Columbus described differently in these two passages?
- Can both stories be true?
- How does the opinion of the writer affect the impressions of the reader?
Point out to the students that to get a more complete picture of the life and work of famous figures such as Christopher Columbus, it is important to consult various sources. Solicit responses from the students that use the present perfect with “for”. Ask students questions such as:

How many years have you been going to school? (The answer should include the present perfect with “for”.)

How many days has it been raining? (The answer should include the present perfect with “for”.)

Have students complete the sentences that use the past perfect with “since”. The following are some examples.

I have not been to the beach since _____.

I have not eaten French fries since _____.

Remember that “since” requires a point in time and “for” refers to an amount of time. This will be covered in greater detail in the next lesson.

This activity is called “What Have I Changed?”. Use it to practice the present perfect in the classroom. Follow the steps described below:

1. The teacher steps out of the classroom and changes one thing about his/her physical appearance. For example, unite a shoelace, take off a belt, or switch a watch from one hand to another.

2. Walk back into the classroom and ask the class (using the present perfect), “What have I changed?”

3. The students should respond using the present perfect. They might say “you’ve untied your shoelace,” or “you’ve taken off your ring,” etc.

Another activity for teaching the present perfect is called “Home Improvement.” For this activity you will need to prepare 2 drawings on large pieces of paper. Follow the steps below.

1. Make two drawings of the same house “before and after”. The first house has a many problems such as: a broken window, an uncut lawn, a dog with an empty food bowl, or a bad paint job. In the second picture, the house looks perfect.

2. Show students the “before” picture, telling them a story about how your house has so many problems. Explain to them the following: “This window is broken. The grass hasn’t been cut. The dog doesn’t have any food. The paint is coming off the walls.” Then show them the “after” picture. Ask them, “What have I done?”

3. Students say or write answers using the present perfect, such as “You’ve cut the grass. You’ve fed the dog. You’ve painted the house. You’ve fixed the window.”
In the Language in use section, help students with the pronunciation of past participle with “-ed” endings. Remember that the “-ed” is pronounced [t] when the final sound in the simple verb is unvoiced and is pronounced [d] when the final sound in the simple verb is voiced.

Pronounce the verbs ending with an unvoiced sound that are listed in the text (walked, missed, rapped, finished). Explain that the sounds [k], [s], [p], etc. are unvoiced sounds. Have the students repeat after you.

Follow the same steps with the verbs ending in a voiced sound.

Choose other verbs that do not appear in the text that have regular past participle construction. Ask the students if the simple form of the verb ends in a voiced or unvoiced sound. Once they have determined if the verb ends in a voiced or unvoiced sound, have them pronounce the past participle with the corresponding [t] or [d] pronunciation of the “-ed” ending.

Explain that the [d] sound in English is harder than in Spanish. The hard English [d] may feel exaggerated at first but it is very important to good pronunciation. There should be a clear distinction between the pronunciation of words such as “bath” and “bad”.

In this course, good pronunciation is acquired by listening to the teacher, audio materials and other students. Advanced students who wish to continue studying on their own or who’s independent study of the language goes beyond the scope of this text should be encouraged to use the phonetic spelling found in most Spanish-English dictionaries.

A complete description of the International Phonetic Alphabet (IPA) is beyond the scope of this text but the following table can be used by advanced students looking for a tool to improve their pronunciation. The following IPA symbols are used in most modern dictionaries and will be of help to advanced students who are committed to independent study.

<table>
<thead>
<tr>
<th>Voiced Consonants:</th>
<th>Unvoiced Consonants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[m] as in my [maɪ]</td>
<td>[t] as in tiger [ˈtɪɡər]</td>
</tr>
<tr>
<td>[n] as in now [naʊ]</td>
<td>[k] as in can [kæn]</td>
</tr>
<tr>
<td>[ŋ] as in king [kɪŋ]</td>
<td>[s] as in sea [siː]</td>
</tr>
<tr>
<td>[r] as in car [kær]</td>
<td>[ʃ] as in finger [ˈfɪŋər]</td>
</tr>
<tr>
<td>[z] as in vision [ˈvɪʒən]</td>
<td>[ʃ] as in shut [ʃʌt]</td>
</tr>
<tr>
<td>[v] as in lively [ˈlaɪvli]</td>
<td>[p] as in place [pleɪs]</td>
</tr>
<tr>
<td>[ʒ] as in jazz [dʒæs]</td>
<td>[θ] as in bath [bæθ]</td>
</tr>
<tr>
<td>[ɡ] as in grape [ɡreɪp]</td>
<td>[tʃ] as in charm [tʃɑːrm]</td>
</tr>
<tr>
<td>[b] as in brown [braʊn]</td>
<td></td>
</tr>
<tr>
<td>[d] as in bed [bed]</td>
<td></td>
</tr>
<tr>
<td>[ð] as in the [ðeɪ]</td>
<td></td>
</tr>
<tr>
<td>[ðʒ] as in job [dʒəb]</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

WHAT MADE THEM FAMOUS?

Methodology

Motivation
In the previous lesson, students have already begun to use the present perfect. In this lesson they will continue to use the present perfect, this time with ever, yet, for, since and ever since. Students will practice using polite phrases to express doubt or disagreement.

Asking for clarification is an important part of language acquisition. Helpful phrases requesting clarification are presented at the beginning of the lesson. Students should be encouraged to use these phrases whenever they need an explanation.

Biographical texts and listening activities will provide more opportunities for students to use vocabulary related to personality traits. Students will summarize biographical material and make inferences from the biographical passages in the text book. They will also be expected to identify the meanings of new words through the context.

Methodological guidelines

Before students listen to the conversations at the beginning of the lesson, review the ways to request clarification.

Explain that when speaking a foreign language, it is important to be comfortable asking for clarification. It is a natural part of the learning process.

Asking for clarification should not be embarrassing. On the contrary, it shows that the listener is paying attention and it also shows that they have a desire to improve their comprehension.

The three short conversations all contain examples of requests for clarification. Explain that the first conversation is the most informal and the second conversation is the most polite.

After students read the passage about Tito Puente, collect their summaries and then ask them to describe (from memory) who Tito Puente was, where he came from and what he is famous for.

The dictation in activity 4 includes the word “composition”. This may be the first time that many students have heard the word in English. Because the word in a cognate (related to the word composición in Spanish) and because the students know that Tito Puente is a musician, understanding the term should not be a problem.

After they complete the Activity, ask students what a “composition” is. Although they may have never used the word in English, they probably know the answer. Point out that guessing the meaning of new words through the context is an important part of the language acquisition process.
In addition to the activities in this lesson related to character traits, encourage students to describe the people they know.

Ask students to describe each other. Have students who have worked together as partners present each other to the rest of the class. They should say the name of their partner and use vocabulary related to character traits to describe that person.

Students should not limit their trait related vocabulary to that found on page 29.

Another activity for using trait related language is to bring pictures of people cut out of magazines. Have students work in pairs or small groups. Each group will have one picture of a person from a magazine. Students should make a list of character traits that they think would apply to the person in the picture.

After three to five minutes, have each group show the picture they were given and describe the person in the picture. In addition to describing the person, they should explain how they reached their conclusion (from the clothes the person in the picture is wearing, or the expression on their face, what they are doing in the picture, etc.).

English speakers are often considered to be relatively direct in expressing their opinions. That said, there are many ways to politely disagree and express doubt without explicitly disagreeing.

Set aside class time to practice the phrases on pages 30 and 31. After students read the dialogues, have them use the phrases they read with an in-class activity.

Begin by writing statements on the board that some students might agree or disagree with. The statements could be somewhat controversial (only to the point that they inspire discussion) so that students are inclined to express their view. Choose statements relating to current events in your community or in the world and themes of interests to the students in your class.

The phrases presented in this lesson for agreeing/disagreeing are a sample of the many phrases that can be used. The following are some other examples that you can use in the class.

More ways to express agreement: That’s for sure! I agree with you 100%. That’s how I feel. I’m afraid that I agree more with Hannah. No doubt about it. You have a point. No doubt about it.

More ways to express doubt or disagreement: No way. I don’t think so. I’m afraid I disagree. Not necessarily. I beg to differ. That’s not always true. That’s not always the case.

Write some or all of these expressions on the board. Ask different students in the class for their opinions and have them use these phrases in their responses to your questions.

Afterwards, have the students work in pairs to practice these phrases showing agreement or disagreement.

Give each pair of students a list of ten questions. Have one student ask the other the first five questions. The person asking the questions should write down the other’s responses. The pair should then trade roles to complete the other five questions.
In Activity 9, students are asked to respond to six statements with their own opinions. There are no right or wrong answers, but they must explain why they agree or disagree. An example of a response that answers the question why is: I suppose that growing up in North America and El Salvador might be similar in some ways, but the two countries are very different.

“Repetition is the mother of learning”

It is important to review the same topic in different circumstances, from different points of view and in different contexts. This will offer various ways of explaining the same thing. Repetition is important for students to absorb new information.

Varied approaches to explaining the same concept will help you to meet the needs students with different learning styles.

In the last lesson, you asked students questions that use the present perfect with “for” and “since”. Before reading the explanations for using “for” and “since” in the Language in use section, refresh your students’ memories by asking questions that will require them to respond by using “for” or “since” in context.

The following are some sample questions to give you some ideas. Be creative in choosing questions that will grab the attention of your students.

How many minutes have we been in class today? (they should respond using “for”)

The last thing I ate was breakfast. I have not eaten since when? (…”since” breakfast)

Explain to your class that “since” and “ever since” can be used interchangeably with the present perfect. This also applies to the answer key at the back of the book.

Once students choose a famous person to research, they will need to find different sources of information about that person.

Remind students of the contrasting readings they have examined so far in this unit.

People have many sides and there are many sides to each story. Encourage students to explore different viewpoints of the person they are studying. They should read the opinions of both fans and detractors to develop a more nuanced understanding.

After reading the Outlook section about Rosa Parks, ask students to answer the following questions:

1. What does racial segregation mean? (Students should be able to define this from the context and by considering possible cognates)

2. During racial segregation in the American South, where were African Americans asked to sit on the busses?

3. How would a bus boycott work?

4. What was changed in Montgomery, Alabama as a result of the bus boycott that Rosa Parks and Dr. King started?
Lesson 4

HOW CAN SOMEONE DO THAT?

Methodology

Motivation
Ask individual students questions like: “Carlos, when you were a kid, did you ever watch cartoons.” If he says “yes,” say: “Carlos used to watch cartoons when he was a kid.” The goal is to remind students of an association between “used to” and activities they did in the past.

Also, ask them what sorts of games or outdoor activities they did when they were younger that they no longer do now. One answer might be: “When I was a kid I rode my bike a lot.” In this case you should write on the board. Sonia used to ride her bike a lot.

These sorts of exercises provide useful associations and language acquisition without using awkward or technical grammatical definitions.

Methodological guidelines
Using the three definitions of “used to”:
Begin by playing the first conversation. After listening to the conversation, have students work in pairs to practice reading the conversation out loud.

Ask the question, “What is a hacksaw used for?” The answer is: It is used to cut through metal. Ask the question, “What is a wood saw used for?” The answer is: It is used to cut through wood.

Choose other well know items such as binoculars, scissors, sun screen, etc. and ask the students what the items are used for.

Continue by playing the second conversation and having the students practice it in pairs.

While the students are practicing the second conversation, write the following list of activities on the board:
- taking care of little kids
- walking a long way to get to the bus stop
- getting up around 5:00 in the morning
- seeing my grandparents almost every day
- cooking for my family

Have the students continue to work in pairs and have them ask each other if they are “used to” doing the activities listed on the board. Have them write down the answers given by their partner. Students should write their responses in complete sentences, for example: Mario is used to walking a long way to get to the bus stop.

Listen to the third conversation. After listening, have the students change partners and practice reading the third conversation out loud.
Have students practice using “used to” to refer to an action in the past with this question. What did your parents do when they were your age? Have students write three sentences using “used to” to describe activities that one or both of their parents used to do in the past.

After reviewing the three conversations with their corresponding in-class activities, have the students answer the questions in the Conversation and more activity. Remind them that “used to” can mean different things depending on the context.

In addition to relying on context to determine the meaning of “used to,” it is important to note that the pronunciation of used to changes depending on the way it is used.

When “used to” means being accustomed, or refers to an activity in the past, it is pronounced [juz tu]. In this case, the “s” is not voiced. For example: I used to drive to work. I’m used to driving a lot.

When “used to” refers to the way in which something is used, it is pronounced [juz tu]. The “s” is voiced to produce the “zzzz” sound. It is used to cut metal.

An easy way to remember this distinction is to remember that “used” in this case is derived from the verb to use (also pronounced with the “zzzz” sound).

Things that we used to do in the past.

Use this activity to practice “used to” as an action in the past. Follow the steps below.

1. Ask students to write down three inventions that changed the world.
2. Ask the students to write one sentence per invention about how that invention has changed our lives. The sentence should include “used to”. (For example: We used to send mail through the post office but now we can send email.)
3. Have the students form small groups of three or four. Give each group the phrases below cut up on different pieces of paper. Have each group combine the phrases that correspond to each other.

People used to travel on horses
People used to keep food fresh by putting salt on it
People used to tell each other stories for entertainment
Women didn’t use to wear pants
People used to tell the time with the sun
but now we have cars and motorcycles.
but now we have refrigerators.
but now they watch TV and movies.
but now many women wear jeans.
but now we use watches and clocks.

Making connections between visual and textual sources.

After students read the Time to read passage and complete the related activity, test their comprehension and ability to make inferences by asking the following questions related to the photograph of the rare pygmy tarsier.
1. Look at the photograph of the pygmy tarsier. Why do you think that the animal has such large legs? (Answer: To leap from tree to tree.)

2. Why do you think that this animal has such large eyes? (Answer: To see at night, these are nocturnal animals.)

Biographical exercise with “used to”

Ask the students to work in pairs for this activity. They will ask each other about things that they did in the past.

Students should begin by making a list of questions to ask the other person. Questions can be related to former employment, vacations, where the person used to live, etc. Encourage students to be creative. The objective is for each student to ask her/his partner questions about their past!

Once the students have prepared their list of at least six questions, have them interview each other orally. Students should not speak in Spanish, nor should they show their partner the questions they have written down. This is an oral activity.

The student who is asking the questions should take note of the answers.

When both students have finished interviewing each other, they should write down the six answers in sentence form using “used to”.

To complete the activity, have each pair take turns introducing their partner to the rest of the class and describing the things that their partner “used to do”.

The following is a supplementary activity to review the time clauses that were studied in lesson one of this unit.

Alphabet Soup - reviewing time clauses

Find 8 time clauses that were introduced in the text on page 18.
The eight time clauses in the alphabet soup activity are: by the time, whenever, while, as soon as, until, before, since and after.

At this point, everyone in the class should have chosen a famous person who they will study for the Hands on! project at the end of the unit.

Tell your students to answer the questions in the Hands on! activity on page 41. They can begin by writing short answers that they can build upon to prepare their project at the end of the unit.

Ask them to practice reading their responses out loud. Tell your students that if there are words that they are not sure how to pronounce, then they should ask for your help. Students will need to feel confident about their pronunciation if they are going to speak clearly and strongly.

Students may want to know what it means to look for “contradictions” in a famous person. As mentioned in the text, contradictions, or fatal flaws, often reveal the human side of famous people. The carefully polished personalities we see on TV are just one side of a regular person.

Explain that a common theme in hero personalities is the fatal flaw that leads to a hero’s downfall. Many famous personalities suffer tragic episodes in their career that are observed by the public. This can allow the public to view their human side.

As students begin to research the famous people they have chosen to study, encourage them to look for ways to illuminate those human qualities that we can all relate to. Contradictions and fatal flaws are one way to do this. Other strategies for achieving this will be discussed in the next lesson.

Put the Outlook reading into context by explaining to students that Greek myths are stories from the ancient Greek civilization. Explain that the ancient Greek and Roman civilizations have had a profound effect on European culture and learning since the time of the Renaissance (meaning rebirth and referring to renewed interest in the ancient civilizations).

This skeletal summary of who Achilles was reveals something universal about the human condition. We all have our flaws and we all have weaknesses.

Explain to students that an “Achilles’ heel” is a metaphor that refers to someone’s weakness.

Tell the students to keep an eye out for the “Achilles’ heel” of the famous person who they are researching!
Lesson 5

CAN SOMEBODY’S WEAKNESS BECOME THEIR STRENGTH?

Methodology

Motivation
Remind students of the discussions related to human weaknesses in the previous lesson. In this lesson, students will continue to look at famous people by considering how weaknesses have been converted into strengths and influenced the works of famous people.

Ask students questions such as:
What are their hopes for the future?
What kinds of thing do they wish they could do?
What are some of the words in English that sound the same but have different spellings?
How should an oral presentation be organized in a way that will keep the attention of the listeners?

Methodological guidelines
Before students read and listen to the Conversation and more activity at the beginning of the lesson, explain very briefly and in general terms the difference between “hope” and “wish”.

Tell them that something you “hope for” might come true.
Tell students that something you “wish for” probably will not or cannot happen.

Before listening to the entire conversation, have students read the very first line from the conversation. Ask the students: Will we be going to Miguel’s birthday party tonight? (The answer is: Probably not!)

Now read the final sentence from the conversation. Ask the students: Will I find a job next year in Santa Ana? (The answer is: Maybe, it is possible!)

After this short introduction, have them listen to and complete the conversation activities. They should also work in pairs to practice the conversation is there is sufficient class time available.

Ask one or more students to read the definitions for “hope” and “wish” out loud to express a desire in the present.

After students have read the short definitions, emphasize that “hope” suggests possibility and that a “wish” is unlikely. Write these terms on the board:
Hope – a possibility
Wish – unlikely, not the way things are
Use the following activity to get students thinking about the difference between hope and wish in the present.

Begin by making a list of 10 things that would be positive if they happened. These should be expressed in short phrases, not complete sentences. Examples could include: I get paid more, we get moved to a classroom with air conditioning, I go on a date with Luciana Sandoval, my kids get better grades this year in school, etc.

On the board, make two columns. At the top of one column, write "It's possible", and in the other column write "It's not going to happen".

Read each of your ten phrases one by one. After reading a phrase, ask the class which column they think it belongs under and write the phrase in that column. When you are finished, tell the students that they will rewrite these phrases into complete sentences using "hope" and "wish". The phrases from the column "It's possible" will use "hope" and the phrases from the column "It's not going to happen" will use wish.

"Hope" and "Wish" in the past:

Explain to the students that the most important difference between "hope" and "wish" in the past is this:

Hope: In the past you hoped for something. (Maybe it did or did not happen.)
Wish: You wish that something in the past had been different. (You are displeased with what happened.)

The following is a supplementary activity for using hope in the past tense.

The following sentences express a desire in the past. Substitute the word "wanted" for "had hoped", you may also need to add "would". Follow the example.

Example: Jamie wanted his dad to buy him a dog for his birthday.
Answer: Jamie had hoped his dad would buy him a dog for his birthday.

1. We wanted to find a gas station before we left town.
2. Janice wanted to play tennis last weekend.
3. Martin wanted his daughter to learn the violin.
4. Charlie wanted to travel after he finished high school.
5. Tina wanted her sister to stay with her at home.

Ask students to make a list of five things that have happened to them or that they did in the past that they wish had not happened. Each example should begin with I wish.... Begin by giving an example of something you wish you had not done in the past. For example you might say: I wish I had not eaten that mango twist I bought on the street yesterday.

After they complete their list, ask each student to read one example.

Before reading the passage about the former First Lady of the United States, Betty Ford, remind students that interesting biographies often explore the human side of people. Sometimes a weakness or flaw can reveal a lot about a person. Ask students to think
about the question while they read the passage: How did Betty Ford convert her
weaknesses or tragedies into inspiration for other people?
Remind your students that when they are writing, they should be aware of
homophones. Have the students study the list of homophones on page 46. On the
board write the following three sentences:
I walked _____ town this morning.
Henry went into town _____.
The ____ of us walked home together.
Ask the students to fill in the blanks with “two”, “too” or “to”.
Play the recording of the conversation on page 48. After listening to the conversation,
students should form pairs and practice reading the conversation out loud.

As the students are practicing, move from group to group and listen to the students
speaking. Try not to interrupt the students as they are speaking but try to remember
which words are being mispronounced by a majority of the students.
Once the students have finished the conversation activity, review the pronunciation of
these words.

For the Hand on! activity, begin by getting students thinking about anecdotes. Begin
by describing a personal anecdote of your own. Choose something short and funny.
Remind students that anecdotes are like very short stories. The wonderful thing about
anecdotes is that they can stick in people’s minds. Facts, numbers, and dates are easy to
forget but anecdotes can be very easy to remember.
I have students reread the anecdote about General Captain Gerardo Barrios on page 21.
Choose one of the students to stand up and tell the story about Gerardo Barrios meeting
the Pope in Rome. The student should tell the story without looking at the text!
Ask the students to spend some time looking for anecdotes about the famous people
they are studying. These will be important in preparing their oral presentation at the
end of the unit.

Procedures and Methodology for Hands on!

Summary
The five Hands on! activities in unit 1 culminate in an oral presentation at the end of
the unit. The activities should be used to inspire conversations about character traits
and the art of storytelling. The skills required for the unit project include research,
critical thinking, story telling and organization among others.
The oral presentation project at the end of the unit, “Speaking about famous people,”
will be the result of the research and preparation carried out by the student in the five
Hands on! activities found in the unit.
Class time should be set aside for each student to make a three to five minute presentation upon completion of Unit I.

Concepts

Sequencing: The presentation should be well organized with a logical sequence. This should result in a natural flow in the presentation. Set aside class time for students to work individually on their projects. Take advantage of this time to work individually with those students who need extra guidance in organizing their oral presentation.

Vocabulary: Students will encounter many new vocabulary words while they are investigating and preparing their oral presentation. Ask the students to make a list of the new vocabulary words they encounter and to look those words up in the dictionary.

Throughout this unit, students have been exposed to vocabulary related to character traits. Encourage students to use the vocabulary they are comfortable with when describing famous people. This may not be the same vocabulary they encounter in their research!

Story telling: What makes a good story? Ask your class this question. It is important to get the students thinking about how they will make their presentation interesting. If students are reluctant to respond, you can also ask them: What makes a good movie? What kind of things do people talk about when they gossip? Answers to these questions can include romance, tragedy, violence, love, scandal, drama, etc.

The work that the students have done to investigate anecdotes will be very useful in developing a good story. Ask them the question: What is it about the person you are studying that you find the most interesting? The answer to this question can be used to begin the presentation.

Discourage students from presenting an uninteresting, abbreviated biography of the person they have researched. Presentations should not begin with a date of birth and end with the person’s death. The goal is to shed light on the famous person’s life, their important work or their role in society.

Pronunciation: After they have developed an outline for their presentation, have the students practice speaking out loud. Encourage your students to ask for help pronouncing any words that they are unsure about. Also, refer your students to the phonetic spellings of new words in their Spanish-English dictionaries for words in which you as the teacher may be unsure about.

Public speaking: Getting up in front of a group of people is easier for some than for others. The following guidelines are important for public speaking. Dedicate class time to reviewing the following points before the students begin to rehearse their in-class presentations.

Do not rush! – Good public speakers speak slowly and clearly.

Speak up – Make sure that your audience can easily hear you. This may not be
natural for some students. It is an important skill that will serve your students well. As the teacher you should insist upon this point.

Make eye contact – A speaker needs to connect with her or his audience. Eye contact is a great way to establish this connection. This does not necessarily mean that students will have to look at each member of the audience directly. The important thing is that they are addressing the people who are listening and not talking into a piece of paper in their hands.

Use notes, not a script! – Students should prepare their presentation using notes that will remind them of key words, phrases, and topics that they will cover in their presentation.

Practice this skill in class by having students write a couple of phrases about an anecdote that they have found about the famous person they are researching. Choose several students to describe the anecdote to the rest of the class. The majority of what they say should be from memory. They should use only a few phrases on a piece of paper as a guide.

This last topic is very important. As the teacher, you may find that students choose to copy and repeat information that they find in book or online. They may not even know what they are saying. Be aware of this and insist that students make their presentation from notes. This will insure that they have truly absorbed the information and are using their English in a thoughtful way and not simply reading words without considering their meaning.

Being good listeners: As students give their presentations, there will be mistakes. Some may be uncomfortable presenting in front of their peers. Work to create a positive classroom environment for this activity.

Show your students that the object of the activity is verbal communication by being a good listener. Try not to correct your students during their presentation.

A successful presentation is one in which the students have communicated their thoughts in English from notes and not from a script. Misuse of grammar, verb tense, and mispronunciation of words is not a problem as long as the main ideas are communicated.

Creating a positive environment is especially important for this activity to be successful. Solid preparation on the part of the student and a supportive classroom atmosphere will result in students feeling good about their ability to communicate successfully in the English language.
Unit 2
The World Around Us

Unit concepts
The topics covered in this unit relate to science and technology, fashion and entertainment, work, and housing. Students will learn specialized vocabulary related to these themes.

Students will be asked to consider how our world has been changed by technology and the migration of people and will be asked to view these changes from a historical perspective.

As indicated by the title, the topics of fashion, technology, housing, etc. will be viewed from a global perspective with ample opportunity for students to compare and contrast similarities and differences among varying cultures.

Grammar
In this unit, students will explore the use of relative clauses with “who” and “that” and use them to distinguish between references to objects and references to people.

You should be prepared to help students understand the concept of passive voice. They will look at times when it is appropriate to use the passive voice in the past tense and when the active voice would be the best choice.

Vocabulary
The vocabulary in this unit will give students the tools to talk about fashion trends, workplace related activities, and topics relating to the home. They will build on previously acquired skills that dealt with trait related vocabulary by focusing on comparative and superlative adjectives.

Other important vocabulary covered in this unit is that related to festivities, holidays and special cultural events around the world. Students will be asked to talk about different cultural phenomena with respect. The teacher should encourage an attitude of appreciation of the advantages and challenges of living in a diverse society. Students will be asked to consider both the differences and similarities between different cultures.

The teacher should also be aware that students will be exposed to texts relating to globalization and the changes brought about by increasing international integration. Students will also read about both modern and historic migrations of people.

Everyday English
Students will be asked to summarize and clarify information from different sources. They will also be asked to think critically about comparing and contrasting different facts about a certain topic.

The teacher should encourage students to express her or his thoughts about culture and different holidays around the world. Throughout this unit, students will practice exchanging information and ideas about people and communities as well as comparing and contrasting different cultures around the world.
Lesson 1

HOW HAS MIGRATION CHANGED OUR WORLD?

Methodology

Motivation

Immigration has been a part of life during all of human history and has contributed to cultural exchange and diversity within societies. Several readings and activities in this lesson relate to immigration. Ask students to share their own opinions and stories about immigration to put the readings into context.

Tolerance for others is important in the diverse world we live in. As the teacher, be sensitive of intolerant or bigoted language in the classroom. In this lesson, tolerance will be discussed from a historical perspective.

Methodological guidelines

Begin the first lesson by having students listen to the conversation. After listening to the conversation, have students work in pairs to practice saying the conversation out loud.

In this lesson there will be a focus on vocabulary related to the work place as well as logistics related to employment.

Have students read the Enrich your vocabulary section on page 58. Also, have students read the What for? section on the same page.

Notice that the What for? section has additional vocabulary words that have not been previously defined in this text. Ask the students what they think “health care” and “under-the-table” mean. Instruct students to focus on the context to find the meaning.

What is the difference between literal and connotative meanings? The dictionary meaning of “under the table” is quite clear. But in this case, being paid under-the-table does not mean that people are squatting beneath a table exchanging money. The implied meaning is that money is transferred out of sight. People who are paid under-the-table are part of the informal sector.

Without explicitly telling students what under-the-table means, ask them to define the term from the context.

Practice the new vocabulary from page 58 by asking questions to different students in the class that use some of these words. The following are some examples:

Why do employers and employees pay money to the AFPs?

Have you ever worked under-the-table? If so, where?

What kind of health care do people get through formal employment in El Salvador?

When you were a kid, did both of your parents work outside of the home? If so, who took care of you while they were away?

Who in this class has the longest commute between their home and here?
Introducing the passive voice

To introduce the passive voice, write on the board the following sentences leaving a space between each that you will fill in later:

The doctor examined him.
Emily was watching Adam.
Joyce had saved Carl.

Explain that these sentences are in the active voice because the person at the beginning of the sentence (the subject) is doing something to the person toward the end of the sentence (the object).

Now, ask students how you can rewrite the sentences so the person who receives the action appears at the beginning of the sentence (thus becoming the subject). Tell students that to form the passive voice, they will need to add some form of the verb “to be” and the word “by”. The answers should be as follows:

He was examined by the doctor.
Adam was being watched by Emily.
Carl had been saved by Joyce.

Point out to the students that now, the noun at the beginning of the sentence (the subject) is receiving the action. This is the passive voice.

A note for the teacher: It is not necessary that students spend time dissecting sentences into subject, verb, object, etc. These terms are helpful if your students are already comfortable with these terms. If they are not comfortable recognizing the subject and object of a sentence, it is best not to introduce these terms at this time. What is important is that in the passive voice, the item at the beginning of the sentence receives the action!

After introducing you students to the passive voice have them look at the chart on page 59. The sentences you put on the board are parallel in structure to those presented in the text.

The following activity will get student using the passive voice in the past tense. This activity can take approximately a half hour, depending on the size of the class.

When was that invented?

For this activity you will need a list of items and the years that they were invented. Use the following list or invent your own.

- sewing machine (1851)
- dynamite (1866)
- air conditioner (1902)
- atomic bomb (1945)
- oral contraceptive “the pill” (1954)
- Microsoft windrows (1985)
- YouTube (2005)
- machine gun (1862)
- coca cola (1886)
- beer in a can (1935)
- Velcro (1948)
- Barbie doll (1959)
- ipod (2001)
- iphone (2007)
Divide the class into two groups and give each group a list of items but do not include the dates the items were invented!

The rules for the game are as follows:

1. Team 1 will choose an item from the list and guess what year it was invented. For example: “Dynamite was invented in 1825.”

2. Team 2 will decide if they think that the item, in this case dynamite, was invented before 1825 or after. They will say: “No, it was invented after that.” or “No it was invented before that.”

3. The teacher will then say: “Dynamite was invented in 1866.”

If team 2 is correct, then they get one point. If team 2 is wrong, then team 1 gets one point. In the unlikely event that team 1 guesses the correct date, then they get 2 points.

Both teams take turns guessing until they have finished the list. Each member of both teams should have a chance to participate at least one time.

In this lesson, the teacher should take advantage of the different accounts of immigration found in the text as an opportunity to create an in-class discussion that compares and contrasts the phenomena of immigration and the reactions to it at different times and places in history.

Then students should complete Activity 5 about Palestinian immigration into Central America and the listening activities relating to anti-immigration sentiment in Italy. These two passages paint very different pictures of what life is like for immigrants in El Salvador and in Italy.

The following questions can serve as the basis of in-class discussion or as topics for individual writing. Dedicate class time to exploring those questions that you believe will best serve the needs of your class.

Based on what you heard in Activity 8 about xenophobia in parts of Italy, would you say that Salvadorans share a similar suspicion of immigrants?

How do the Salvadoran people view immigrants that move to El Salvador from other countries? Are they welcoming?

How are Salvadoran people received when they emigrate to other countries?

What are some of the advantages of living in a diverse country?

How do the differences in employment opportunities affect the movement of people?

Have students read the What for? on page 62. Ask your students if they think that Salvadoran people are “tolerant of different races, religions and cultures.” Also, ask the question: “Where do most immigrants arriving in El Salvador come from and what attracts them to this country?”

Open up the conversation to a more international perspective by asking the students to think of examples where intolerance has led to conflict between races or nations.
Writing activity:

Have your students read the following passage. After reading, they should write one paragraph giving their own opinion about the question below:

The United States has a long and difficult history in race relations. The country was slow to end slavery. In 1865, when the United States abolished slavery, much of Europe and Latin America had already made slavery illegal. Even after slavery ended, it took another 100 years before African Americans were guaranteed the right to vote.

In 2008, the first African American was elected president of the United States. Some saw this as a sign that the country had finally overcome its divided past. At the same time, others warned that there was still much work to be done before minorities share the same opportunities and privileges as whites.

Question: Has the problem of intolerance been eliminated in the United States and are equal opportunities given to American citizens of all races?

For the Hands on! activity, ask the students to investigate a country that receives many immigrants or sends many immigrants to other parts of the world. Students should prepare a very brief account of the country they investigated in which they describe some the immigration realities particular to that country.

Ask students to answer these basic questions:

Do more people emigrate from the country or immigrate to the country they are studying?

How has the job opportunities affected the flow of people?

What other factors contribute to the movement of people into or out of the country you are researching?

The Outlook section of this lesson describes the demographic trends of the Latino population in the United States.

You may need to explain that “fertility rate” refers to the average number of children born per woman.

Ask your students: “If Latino immigrants have a higher fertility rate than other racial groups, how will that change the percentage of Latinos in the United States in the future?” Also, “As more Latinos register to vote and participate in national elections, how will that change their ability to influence public policy?”
Lesson 2

WHAT ARE THEY CELEBRATING?

Methodology

Motivation

In this lesson, focus students’ attention on the similarities and differences in different cultures around the world. Topics will include cultural heritage sites, holidays and festivals.

Encourage students to use the vocabulary they already have to express their thoughts about other cultures through oral and written activities with respect and grammatical accuracy.

Students will build upon previous work in identifying connections and sequences by focusing on those sequences that use “when” and “while”. This will provide opportunities to examine the use of the simple past and the past continuous.

Methodological guidelines

The Enrich your vocabulary section of this lesson focuses on holidays common in English speaking parts of the world. Question number 3 of Activity 2 mentions the winter solstice.

Ask your students if anyone can explain what the winter solstice is. If nobody knows, you should explain what it is.

The winter solstice in the northern hemisphere occurs around the 21st or 22nd of December. This is the day of the year that receives the least amount of sunlight in the north because the sun moves directly over the southern tropic.

For those living in the southern hemisphere, December 21st or 22nd is the day with the most sunlight. For people living in the south, this is summer.

The summer solstice (for those in the north) happens around the 21st or 22nd of June and is the day with the most hours of daylight.

In tropical countries, such as El Salvador, these changes in hours of daylight are not very noticeable. But in the extreme northern or southern latitudes, the changes are much more extreme.

You will want to explain the difference between literal and connotative/figurative meanings of words. The example given in the text in the Don’t forget! section on page 66 is the word “dumb” meaning mute or unable to speak.

This word is commonly and informally used to mean stupid.

It is important that students know these informal, connotative definitions of words that they will encounter in colloquial English. For example, they are much more likely to hear dumb as a reference to stupid than they are to hear it as a reference to mute.
That said, it is a good idea to remind students that while it is important to understand these informal terms, students should limit their use of them.

After student complete the reading about the UNESCO World Heritage sites and the related activities, the following questions can be used for in-class discussion.

What are some important cultural sites in El Salvador other than Joya de Ceren? Are there any nearby locations where many pre-Columbian artifacts have been found? Are these sites currently being preserved?

In the Hands on! activity for this lesson, encourage your students to use information that they find about a festive celebration in another country as a window into another culture.

Make sure to introduce this activity early on in the lesson so that students will have ample time to prepare. Encourage students to choose festivals or holidays that are not well known in El Salvador. Or suggest that they look for those aspects of familiar holidays that are not commonly known.

In the two or three paragraphs that they write about the tradition and cultural importance about this celebration, they should describe details as well as background and contextual information.

Students can look at how the festival has changed over time and how it has remained the same. They can explore special foods, dances, music, etc. The important part is that they paint a picture that provides some insight into the culture that they are writing about.

Remind students that they should organize their short essay in a logical format. There should be an introduction that gives the reader an idea about the content of the paper, followed by a body that elaborates upon the introduction. The ending should appropriately summarize or consolidate the information presented and end with a sentence that will remain in the mind of the reader.

Correct use of “when” and “while” is important for recognizing connections and sequences and for describing them with grammatical accuracy.

Help students differentiate between ongoing activities in the past continuous and activities that happen at a specific point in time in the simple past.

Remind students that it is preferable to use “while” when talking about action that are or were taking place. “When” can be used in these cases but “while” is preferable. The following are some examples:

He fell while he was carrying the bucket.

While the sun is shining here, it’s raining in the north.

While I was waiting for the bus, I saw a falcon land on the power line.

Explain that with the simple past, “when” must be used. In these cases “while” is unacceptable. For example:

When the bus arrived, it was 5:00.

She was studying when I arrived at her house.
Methodology Guide

In the following activity, ask students to complete the sentences with “while” whenever possible, in all other cases, they should complete the sentences with “when”.

1. _____ he was talking on the phone, I was watching TV.
2. He might have been cancelling his flight _____ we called him.
3. I was overtaking a truck _____ I heard a loud thump.
4. We were watching a movie _____ the screen went blank.
5. _____ she was packing the bags, I was looking for our passports.
6. We were complaining about the weather _____ the sun broke through the clouds.
7. Sandra was washing the dishes _____ a plate fell off the shelf.
8. Do not disturb me _____ I’m listening to music!

Have students listen carefully to the Conversation and more section on page 70. After listening to the conversation, students should work in pairs to practice speaking out loud.

Before they begin speaking, draw students attention to vowel sounds found in different words from the conversation. The following examples are words that are commonly mispronounced by beginning speakers.

Brother: The “o” in “brother” should not be pronounced like the Latin “o”. It should be pronounced with the same vowel sound in the word “until”.

Movie: Pronounce the “o” in “move” with the sound [u] as in the word “food”.

Heard: There is only one vowel sound in this word, despite the fact that there are two vowels. The vowel sound in “heard” should be pronounced like the ending of the word “brother”.

Published: The “u” in published is not pronounced like the pure [u] sound found in the word “food”. The “u” in “published” should be pronounced with the more open, neutral vowel used in the words “brother” and “unless”.

Been and Did: The words “been” and “did” appear very different but the pronunciation of the vowel sound is the same. Explain to the students that this vowel sound is not the pure [i] sound as in the word “pizza”. “Been” and “did” should be pronounced with the same vowel sound as in the words “win” and “sit” (not “wean” and “seat”).

While student are practicing, move from group to group to listen to how students are pronouncing the words. You do not necessarily need to interrupt students to correct them but by listening, you can determine if more class time dedicated to correct vowel pronunciation is necessary.
Second Unit

Lesson 3

WHERE DOES THAT COME FROM?

Methodology

Motivation
In this lesson, students will continue the work they did in the previous lesson in comparing and contrasting. This time the focus will be on comparing and contrasting facts instead of customs and traditions.

Vocabulary in this lesson will focus on environmental features, fashion and economic factors that influence job opportunities and the movements of people and goods.

Exposure to varying texts will provide opportunities to analyze cause and effect relationships, historical events, and the realities of living in an interconnected world.

Methodological guidelines
Have students work in pairs to practice the Conversation and more activity at the beginning of the exercise after they have listened to the recording.

Point out to the students that in this text, the word "color" is spelled C-O-L-O-R. Point out in British texts the word is spelled "colour".

The reason for this difference relates to the way that spelling was standardized in Brittan and the United States. Noah Webster was one of the advocates of spelling reform in the United States.

Webster’s 1828 dictionary featured only the -or ending for words such as color, flavor, honor, and rumor. This was in contrast to the British spellings of colour, flavour, honour, and rumour. Noah Webster is generally given much of the credit for the adoption of these spellings in the United States.

Have students read the passage that introduces the listening activity about Great depression of the 1930s. Before they listen, get them thinking about the topic by asking the following questions?

What is does it mean that the world saw its first “global recession” in the 1930s?

How are countries in the modern world connected economically?

How would our lives be different is everything we bought was made in El Salvador?

If you were a street vendor, and one day everyone decided that your products were not worth very much, what would you have to do to continue selling your products?

What does it mean when the price of something (like the value of businesses) crashes? Is it like a car crash or an airplane crash? Is this a literal or figurative use of the word “crash”?
After students have read the Language in use section about relative clauses with the pronouns “who, that and which”, review the ways in which these pronouns can be used. Explain that we use “who” for people and “which” for things. We can use “that” for people or things, but preferably for things.

You should also mention that like other pronouns, these can appear in possessive form with “’s”. For example, The woman who’s coming will be your new teacher.

Have students complete the following supplementary activity. They should fill in the blanks with “who, that and which”. They should be aware that they may need to include “’s” depending on the context. Instruct the students to only use “who” when referring to people.

1. I talked to the girl ___ car had broken down in front of the shop.
2. Mr. Richards, ___ is a taxi driver, lives on the corner.
3. We often visit our aunt in San Isidro ___ is in Cabanás.
4. This is the girl ___ comes from Spain.
5. That’s Peter, the boy ___ has just arrived at the airport.
6. The man, ___ house we are going to visit, is my dad’s cousin.
7. The children, ___ are playing outside, do not live in this neighborhood.
8. What did you do with the money ___ your mother lent you?

In order to get students using words related to environmental features and descriptions of the natural world, begin by asking questions related to domestic tourism. Use the following questions or substitute them with questions about tourist sites in the region of the country where you teach.

Students who have seen the places you mention should raise their hands. After asking each question, make a mental note of who in the class has visited that location.

- Who in this class has been to Lake Apastepeque?
- Who here has seen the crater on the San Salvador Volcano?
- Who here has been to the peak of the San Vicente Volcano?
- Who here has entered the forest of El Imposible?
- Has anybody here ever seen a wild deer?

After you have asked the questions to the class in general and seen who raised their hands in the affirmative, ask those individuals to describe certain details. You could ask them questions such as:

What was the weather like while you were at the lake?
Describe the crater of the volcano.
Where did you see the deer/rattlesnake/tapir/tepescuintle?
Describe the landscape that you say while you climbed the volcano.
Methodology Guide

Have students look at the picture on the first page of the lesson that shows the triangular trade route that was commonly used during the 17th, 18th and early 19th centuries. This was part of the trade route that brought African slaves to the Americas. This chart shows how international business is nothing new. The owners of these ships operated their shipping and trading business on three or even four different continents. Ask the students:

“How did El Salvador’s location isolate it from the trans-Atlantic slave trade?”

Point out to the students that even though the modern way of doing business may be very different today than it was in the past. Global trade is not a new phenomenon.

For the Hands on! project, choose a day when everyone will bring in their list of 10 items they found that were made outside of El Salvador. On this day, it would be a good idea for you to bring in a large map of the world.

For this activity, label each of the four corners of the classroom. One corner will be Latin America, another corner will be North America and Europe, another corner will be labeled Africa, and the last corner will be labeled Asia.

Begin the activity by telling the students to go to the corner of the room that represents the continent where the first item on their list was made. (For island nations, choose the nearest continent.)

When the students have arranged themselves in the corners of the room that represent the origin of the first item on their list, ask several students from each corner:

What was the item you found that was produced on that continent?

What country was that item produced in?

Afterwards, have students refer to the second item on their lists and so on.

This activity is useful in highlighting where the things we buy come from. We can even see trends, where some types of items come from certain regions of the world.

After ten rounds in which students move from corner to corner of the room based on the origin of the foreign-made products they found in their homes, have students return to their desks to answer the questions at the end of the Hands on! activity on page 76.

Before listening to the passage about Nejapa and the festival known as Youth Day, prepare your students by activating the knowledge they already have about Nejapa and its famous festival. Questions can include:

Has anyone ever heard of the festival that happens every August 31st in Nejapa?

What do they do at that festival?

Do you know what they are celebrating?
Remember that the same pre-reading strategies used to activate a student’s pre-existing knowledge is just as useful for listening activities.

Your students will read in the What for? section that many words in English have a Latin origin. Spanish, along with Portuguese, French, Italian and Romanian, are the five most commonly spoken Romance languages. These are the languages that descended directly from Latin.

There are many cognates (words that sound similar to the same word in another language) between Spanish and English and the majority of these are derived from Latin.

Have students listen to and fill in the blanks to Activity 13.

When they have finished, ask then the following questions about the passage in Activity 13. Do not write the question on the board, but repeat the question several times until everybody has understood. Have them write down the answers on a separate sheet of paper.

1. What is one way that a multinational company can provide opportunities to some of its workers?
   (Answer: They can provide training. Workers learn special skills.)

2. How would more tax revenue be helpful a country?
   (Answer: It would provide the government with more money that could be spent on important programs.)

3. Why do very large companies have a lot of influence?
   (Answer: Because they are an important part of the economy and may employ hundreds or thousands of people.)

4. Why might a company not support environmental regulation?
   (Answer: Strict environmental regulation means that businesses that make a lot of pollution would have to change.)
Second Unit

Lesson 4

Methodology

Motivation

Students will review what they learned about the solstices and the movement of the sun from lesson two of this unit to consider its affects upon housing in the more extreme northern and southern latitudes. This is one example of how you will focus on the relationship between housing and the environment.

Students compare and contrast different transportation technologies. They will explore how transportation builds local, regional and international connections. This section will also provide students with the chance to consider which transportation options are the best from the environment. The relationship between pollution and out transportation choices will be further explored later in the book.

The teacher should use vocabulary to make quantitative comparisons (more, fewer, as many, as little, as much, etc.) in the classroom as much as possible before the topic iformally introduced on page 83. Correct usage of these terms will rely on students understanding the difference between count nouns and mass nouns.

Methodological guidelines

Point out that the words in bold in the Conversation and more section at the beginning of the lesson are comparisons. All of these compare qualities.

Have students practice the activity in pairs after they have listened to the recording.

When they are finished, ask questions related to housing that uses the some of the comparative words from the conversation. Feel free to make up your own questions. The following are some examples that you might consider:

What is the least expensive way to build a house?

Is that also the easiest way to build a home?

In seismic areas, what is the best type of construction?

Is feeling safe and relaxed in your home worth the extra cost of that type of construction?

Before students read the Time to read section on page 82, activate their existing knowledge about how the orientation of the sun can affect the way a house is built.

In Lesson 2 students were introduced to the idea of the sun always moving across the earth over the tropics. The sun travels back and from the northern tropic (June 21st), passing over the equator (Sept. 21st) and arriving at the southern tropic (Dec. 21st). From there the sun returns to the north, passing over the equator again (March 21st) and the cycle starts over again.
Making this explanation with a map of the world that shows the tropic and the equator is very helpful.

Allow students time to answer the question in Activity 3 in class. When they have finished writing a paragraph that describes some of the factors that influence housing in El Salvador, choose several members of the class to read their paragraphs out loud.

Help students get accustomed to hearing the correct use of words like “more, less, fewer, as much, as little,” etc. by using them in questions and soliciting responses from students that use these words. The following are some sample questions that get students using these terms without the need to explain the underlying grammatical rules that govern their use.

Why are there fewer wooden homes in El Salvador than there are in places like Canada?
Why is less insulation used in the average Salvadoran home than in the average English home?

Write these questions on the board after you ask them.

Continue by introducing the Language in use section on page 83. Have volunteers read the explanations for why we say “as many” for nouns that can be counted and “as much” for those that cannot be counted.

After students have had an opportunity to carefully review the table in the Language in use section, call their attention to the questions you asked earlier in the class.

Why do we say “fewer wooden homes” and not “less wooden homes”?
(Answer: because wooden homes are things that can be counted)

Why do we say “less insulation” and not “fewer insulation”?
(Answer: because insulation cannot be counted)

Remember that the best way to learn to make correct comparisons between count nouns and mass nouns is through exposure to listening and by practicing speaking correctly.

In the text book activities, students are required to correctly determine whether a given noun is a count noun or a mass noun and to choose the correct comparative word. During class time, use these words (more, less, fewer, etc.) correctly while asking questions. For example: “Are there as many adobe houses being built today as there were in the past.”

Students should answer saying that there “Are/Aren’t as many adobe houses…” This will get students using and hearing the correct grammatical structures.

In Activities 6 and 7, students will complete sentences that make comparisons and they will need to nouns that agree with the comparisons sentence. For example, there cannot be a little bit of “pieces of cake” (Activity 7, question 3) because “pieces of cake,” like “carrots” and “crackers” can be counted.

For the Hands on! activity in this lesson, students will write one ore more paragraphs about how transportation connects people and communities.
Review and edit these short papers from the students. When you hand the papers back, ask students to include the changes you have indicated and to practice reading their works out loud.

Set aside class time so that student can practice read their thoughts about the topic to each other in groups of three or four. As they are working in groups, move about the room assisting those that need extra encouragement or attention.

Notice that the answer to the example in Activity 10 is in the passive voice. Review skills learned in previous lessons by asking your class: “Is this sentence in the active or the passive voice?” and “Why?” (Answer: because the noun at the beginning of the sentence receives the action)

Use the What for? passage on page 86 as a chance to correctly identify and understand data related to the environment.

Begin by drawing a circle on the board and labeling it “Air Pollution from transportation in the US”. Divide the circle into 2 sections as shown below.

![Air pollution from transportation in the US](image)

Ask the students:
“What produced two thirds of air pollution from the transportation sector?”
Place the answer, “cars and light trucks,” in the section that corresponds to 66%.

Ask the students:
“What produced the rest of the air pollution from the transportation sector?”
Place the answer, “busses, airplanes, freight trucks and boats” near the section that says 34%.

Point to the part of the diagram that represents pollution from busses, airplanes, freight trucks and boats and explain slowly: “Buses, airplanes, freight trucks and boats make only one half of the air pollution that is produced by cars and light trucks”.

Have students read carefully the Outlook section at the end of this lesson. The Silk Roads are trade routes that have been used for thousands of years. In class, discuss the questions:

What are some of the historical trade routes in this hemisphere?
How is trade between countries and continents different today than it was in ancient times? How is it the same?
Lesson 5

HOW DOES TECHNOLOGY CONNECT US?

Methodology

Motivation
In this lesson, students will be asked to compare and contrast technologies. Use this as an opportunity to review similar work done in lesson 3 of this unit.

Students will practice identifying connections and sequences. This will give them a chance to extract specific facts from the readings and use them to infer outcomes.

Continue asking students to make quantitative comparisons with accurate grammar, but this time focusing on vocabulary related to new technologies, access to information technology and its ability to connect people.

Work that students have done, and continue to do on qualitative comparisons will be complemented with a focus in this lesson on comparative and superlative adjectives.

Methodological guidelines
After students have practiced the conversation, ask if anyone in the class has ever used a computer as a telephone. If there is somebody who has used the internet to make phone calls, ask the following questions:

Why didn’t you use a regular phone?

Was the quality of the phone connection any better or worse than with a normal phone?

What is the cheapest way to talk to someone in another country?

Comparative and superlative adjectives:
Before students study the grammatical explanations on page 90 of the text, get them using comparative and superlative adjectives. Ask questions directed toward individual students that require them to respond using these adjectives. The following are some examples:

Which cell phone company do you think is the least expensive? (superlative)

Are cats smarter than dogs? (comparative)

Which of the 14 departments in El Salvador is the hottest? (superlative)

After asking each question, explain if you were using a comparative or superlative adjective and repeat the adjective. Explain that the superlatives are the most extreme. It is important that students always use “the” before a superlative adjective. The reason for this is that there is only one: best swimmer, heaviest person, fastest car, tallest building, etc.
The following spelling rules are not described in detail in the text but you may find them helpful in explaining how to spell comparative and superlative adjectives. The following rules apply to those adjectives with only one syllable.

If the adjective has only one syllable and ends with a single vowel followed by a single consonant, then the consonant letter is doubled before adding -er/-est. For example: fat, fatter, fattest.

If the adjective ends in a consonant followed by “y” then the “y” is replaced by “i” before adding -er or -est. For example: dirty, dirtier, dirtiest.

If the adjective ends with “e”, you will only need to add -r or -st. For example: cute, cuter, cutest.

Spelling comparative and superlative adjectives with one syllable

<table>
<thead>
<tr>
<th>Simple Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>redder</td>
<td>the reddest</td>
</tr>
<tr>
<td>dry</td>
<td>drier</td>
<td>the driest</td>
</tr>
<tr>
<td>wide</td>
<td>wider</td>
<td>the widest</td>
</tr>
</tbody>
</table>

For negative comparisons, use “less” + simple adjective. For example: Plastic is less strong than steel.

For negative superlatives use “the least” + simple adjective. For example: That was the least scary horror movie I have ever seen.

The following spelling rules apply to comparative and superlative adjectives with two syllables.

If the adjective has two or more syllables, then the comparative and superlative adjectives are formed by adding "more" and "the most" (“less” and “the least”).

There is an exception to the rule above for two syllable adjectives ending with “y”. For these, change the “y” to “i” and add -er/-est.

Adjectives with two or more syllables

<table>
<thead>
<tr>
<th>Simple Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>more careful (less careful)</td>
<td>the most/(least) careful</td>
</tr>
<tr>
<td>boring</td>
<td>more boring (less boring)</td>
<td>the most/(least) boring</td>
</tr>
<tr>
<td>dangerous</td>
<td>more dangerous (less dangerous)</td>
<td>the most/(least) dangerous</td>
</tr>
<tr>
<td>intelligent</td>
<td>more intelligent (less intelligent)</td>
<td>the most/(least) intelligent</td>
</tr>
<tr>
<td>happy</td>
<td>happier (less happy)</td>
<td>the happiest/(least happy)</td>
</tr>
<tr>
<td>lucky</td>
<td>luckier (less lucky)</td>
<td>the luckiest/(least lucky)</td>
</tr>
</tbody>
</table>

Notice in the examples above that the only multi-syllable comparative and superlative adjectives end in -er/-est are those who’s simple adjective ends in “y” such as “happy” and “lucky.”
A pre-reading class discussion related to the topics covered in the reading about the ‘digital divide’ will help students prepare themselves for the reading. Always encourage students to ask for clarification for vocabulary words that they do not understand.

During the discussion, students will begin to think about the topics that will be covered in the reading. They will also have a chance to hear and use vocabulary such as ‘infrastructure,’ ‘skills,’ ‘access,’ and ‘wireless.’ The following questions can be used to start a discussion.

Why are basic computer skills so important?
Are there public computers with internet access?
Have cell phones made ordinary phones unnecessary?

How has wireless cell phone technology brought phones into rural households?
After students read the article about the digital divide, ask if they have any questions about the reading. Help students discover the meaning of new vocabulary words by looking at the context.

In the Hands on! activity, ask students to imagine how people communicate using technology. Encourage them to think creatively about this.

What are some benefits from these new technologies? What might be some of the dangers? How might this change the lives of our children and grandchildren?

Students should decide what their opinion is on new technologies and how people use them to connect to each other. They should write one paragraph stating their opinions and observations.

Have students read the Outlook section about new inexpensive computers designed to be used in the classroom. Ask students to predict outcomes and identify connections by asking the following questions:

If the Indian government can make a computer that only costs $25 dollars, how could that change the way that students study in the class room?

How has the cost of computers made it difficult for schools to offer computer classes to all students?

As more technology enters the classroom, why is it important that teachers have strong computer skills?

**Procedures and Methodology for Hands on!**

Summary
Throughout this unit, students have looked at different countries around the world. They have focused on the ways countries are connected through immigration, culture, trade, transportation and communication.

In this unit project, students will practice writing a three paragraph essay. They will choose one country to write about and will focus their attention on any of the topics covered in this unit. While students have a wide range of topics to choose from, they use the topic they choose to look at the connections between countries.
Concepts
Before beginning to write, students need to choose for themselves a country to write about. They also need to choose some aspect about that country and its connections to the rest of the world that will be the focus of their essay.

Have students choose a country that they are interested in. They should begin by brainstorming what they know about the country.

For those teachers that have a map of the world in their classroom, it would be a good time to have that available for the students to use as a reference. Have them look at a map of the world to see who the country’s neighbors are. Does it have easy access to ocean ports? Is it isolated and difficult to reach or is it easily accessible? Use online resources to see was the major languages and religions of the country are. What are its major exports? Has this country seen major migrations into, out of, or within its borders?

A diagram such as the following is called a web of ideas and can be used to begin the brainstorming process.

In class, do a sample brainstorm of a country that has not been chosen by anybody in the class. Tell the class that you were doing some research on the country and make an improvised web of ideas on the board. (It does not need to resemble the example above.)

If you want to make a web of ideas a country like Uzbekistan, you could include the following information that is available on internet websites such as the CIA factbook which can be found at: https://www.cia.gov/library/publications/. The following is some sample information that pertains to Uzbekistan. Show the class where Uzbekistan is located on the map and make a web of ideas that include the following information.
The country has no access to oceans or marine ports.
The country trades many products with Russia; its largest exports are cotton and gold.
The largest religion in country is mostly Sunni Muslim.
The main language is Uzbek but many people also speak Russian.
More than 99% of adults can read and write.
Not very many people use the internet (only about 1 in 10 people).

This web of ideas is helpful to see the connections between different items. Here you may notice that people appear to have good basic education but access to technology is limited. The country is also isolated because it does not have any marine ports.

Notice that we have very little information about Uzbekistan’s history with migration and culture. These are some areas that you might want investigate using online resources before beginning to write.

Once students have investigated, brainstormed and settled upon a topic, it is time to start writing. Have students begin by writing a rough draft that outlines the main points that the student wants to address in her or his essay.

Students should make at least two complete drafts of the three paragraph essay. Remind students that they do not need to make the paper very complicated, it should present a view of another country.

Encourage well organized writing with logical sequences and correct grammatical structure.
Unit 3 Eating Habits

Unit concepts
In this unit, students will look at a variety of topics related to food. Of special consideration will be food preparation, food consumption, and healthy food versus junk food. Students will learn specialized vocabulary related to these themes.

Students will also express their preferences and opinions about the advantages and disadvantages of different eating habits and food choices. They will sharpen their ability to form clear arguments through persuasive writing exercises.

Grammar
In this unit, students will practice using correct grammatical structures to make suggestions and to express opinions. Students will study conditional sentences using “if”. They will use conditional sentences in both written and audio activities. As with any grammatical exercise, questions made by the teacher using this grammar point is always very helpful. Students will continue their work in describing and recognizing sequences. They will be able to understand directions from written and audio materials as well as to be able to give clear instructions.

Vocabulary
Students will focus on vocabulary related to sequences such as “first,” “then,” and “finally.” In their work on recipes they will use many of the terms common in English language cookbooks. They will also explain their personal preferences using “prefer” and “rather”.

Time will be spent talking about healthy eating. There will be a focus on the components of food such as those found on nutrition labels. Students will also discuss dieting and some of the different fad diets in recent history. Students will be looking at persuasion in both verbal and non-verbal forms. Advertisements, which are all about influencing the choices of a consumer, will be looked at in this unit. Students will also write using persuasive language designed to influence the reader.

Everyday English
Students will continue to practice summarizing in this unit. They will also practice skimming a reading to get the general idea as well as scanning a reading for specific words, phrases or pieces of information. As always, pre-reading strategies to help students prepare for a reading is always useful whether or not it is specified in this guide.

There will be many chances for discussing health trends and diet trends. The differences between eating at fast food restaurants and eating at home will raise lifestyle questions that present opportunities for classroom discussion. In these discussions, students will practice using persuasive language to make recommendations and to express their own opinions.

Students will read recipes as well as translate recipes into English. In this unit, there will be an international focus on food and eating habits around the world. Teachers who display sincere tolerance and respect for cultural differences set an example for their students. In this unit, like others in this book, you will have the opportunity to help your students recognize and respect the advantages and challenges of living in a diverse society.
Lesson 1

WHAT’S THE HEALTHIEST OPTION?

Methodology

Motivation
In this lesson, students will practice giving their opinions. Encourage students to think critically. They should be asked to develop their own opinions and to articulate them in both written and oral activities.

You can begin or end a class with a discussion that involves prohibition or obligation. The topic should be relevant to your students. Successful topics are those that invoke differing opinions among your students.

This lesson will also focus on dieting. Students will compare changing dietary recommendations. Ask students to present their own opinions about healthy eating before introducing these readings.

Methodological guidelines
After students complete the conversation activity at the beginning of this lesson, have them work in pairs to ask each other the following questions.

Where to you usually go to eat when you aren’t at home?
Do you eat out often?
Do you like fast food?
Do you prefer eating at home or eating out?

After studying part 1 of the Language in use section on giving advice, have students complete the following activity in class or as homework. Have students complete the sentences below with their own opinions about what “should,” “ought to,” or “had better” be done. Follow the example:

Example: If you are invited to stay at someone’s house, _____.
Answer: If you are invited to stay at someone’s house, you should bring a small gift.

1. If you want to leave the dinner table while others are eating, _____.
2. If you are sitting on a crowded bus and elderly person cannot find a seat, _____.
3. If you don’t understand what someone has said, _____.
4. If somebody asks you “how are you doing?” _____.
5. If you are going to be late to a meeting _____.
6. If someone gives you a gift, _____.
Before students begin reading the Enrich your vocabulary section, have them look at the caricature of the nurse on page 105. Get students thinking about the subtle ways that advertisers try to influence us.

Remind students that companies spend millions of dollars on advertising because advertising works! Begin the conversation by asking the following questions:
What does this advertisement want to tell you about diet soda?
How does this advertisement want you to think that diet soda is healthy?
Do you thing that drinking soda is healthy?
Do you think that most health professionals would recommend that we drink diet soda to stay healthy?

Get students to use the vocabulary listed in Activity 4 by asking questions related to different food. Below are some examples:
What are some common foods that have a lot of carbohydrates? (Answers can include: tortillas, pasta, bread, etc.)
What kinds of foods have a high amount of protein? (Answers can include: beans, meats and nuts.)
What are some examples of dairy products? (Answers can include: cream, yoghurt, milk, cheese, butter and ice cream.)
Does anybody here take diet supplements, such as multi-vitamins or protein shakes?
What are some common substitutes used in food that are “sugar-free”? (Splenda and Aspartame are some examples.)
Do you agree with the statement at the end of Activity 5 that “fat equals flavor”?

Many common food products sold in El Salvador have the “Nutrition Facts” label in both Spanish and English. For an in-class activity, cut out and bring several of these “Nutrition Fact” labels to class. If you are unable to find these labels solely in English, those that are translated in both English and Spanish will work fine.

Begin by dividing the class into groups of about three students each. Give each group one of the “Nutrition Facts” labels. The label that you give each group should not say what the product was.

Ask the students to begin looking at the label to see what kind of nutritional information they can learn about their mystery food. Tell them to look and see in there are many vitamins in their food. Is it fattening? Does it have a lot of dietary fiber?

Once students have spent a minute or two looking at their Nutrition Facts label, ask the following:
Which group's food product has the highest amount of sodium per serving?
If nobody responds, ask one of the groups: How many milligrams of sodium does your product have per serving? Then, ask if any other group has a product with even more sodium per serving.

As students respond (in English of course), write down their responses on the board. They may look something like this:

Group 2: 206 mg of Sodium
Group 1: 345 mg of Sodium
Group 4: 482 mg of Sodium

Once you establish which food label has the most sodium in milligrams, ask: What percentage of your recommended Daily Value does that amount of sodium represent? As those groups respond, add this value to what you have written on the board. For example:

Group 2: 206 mg of Sodium 9% Daily Value
Group 1: 345 mg of Sodium 15% Daily Value
Group 4: 482 mg of Sodium 20% Daily Value

At this point, it would be a good idea to make sure that everybody understands what is meant by "Daily Value”. "Daily Value," also known as “Recommended daily Allowance,” is the amount that the average person should consume in a day of any given item such as fat, sodium, vitamin A, calcium, etc. The % Daily Value is the percentage of the total amount of that item that the average adult should consume in a day.

Continue the activity by asking which group has the food with the most protein, the least fat, the most cholesterol, the most sugar, the least amount of fiber, etc.

Be aware that for calories, some labels may say “Kcal” and others will simply say “Calories”. The reason for this is that “Calories” with a capitol “C” represent kilocalories which are 1,000 “calories” with a lower-case “c”. It is not necessary for students to know this but they may ask.

At the end of the activity, write down the names of each product on the board but do not say which group has which item. Based on the nutritional information available, have each group guess which food item goes with which group.

This activity should get students using diet related vocabulary. They will also practice speaking in numbers and percentages. They will also make educated guesses based on available health information.

In the Time to read section of this lesson, students will read two very different passages. The first is about dieting. Before the reading, get students thinking about popular diets that they have heard about.

Describe a diet that you or someone you know has gone on.

What are some ways that people try to lose weight?
After students read the short passage comparing the fad-diets of Nathan Pritikin and Dr. Atkins, consider asking the following questions:

What kinds of foods were restricted by the Atkins diet?

Which diet promoted reducing fat consumption, Nathan Pritikin’s diet or Dr. Atkins’ diet?

Students can look deeper into the subject of fad diets and the Atkins craze by reading ahead to the Outlook section at the end of this lesson. There, they will get a sense of just how popular some fad diets can become. After they read the Outlook section, ask: “How were the sales of past in the United States affected by the popularity of the Atkins diet?”

The second passage in the Time to read section describes three different recommendations for healthy eating that have been promoted to the American public by the government.

The first program was known as the “four food groups”. This was replaced by the “food pyramid” which was in direct contrast with the recommendations of Dr. Atkins. Most recently, the United States Department of Agriculture is recommending dietary guidelines known as “my pyramid”.

Ask students to look at the picture of “my pyramid”. “What do you think that the person climbing stairs is supposed to represent?” (Answer: You should eat right and get exercise too!)

In the Hands on! activity, students will write one paragraph. As they prepare, remind them that they should focus on the reasons for their answer.

One of the major themes in this unit is constructing a good argument. That means citing sources (in this case it can be from the reading on page 106), stating facts and drawing conclusions.

Students should complete and hand in a first draft of their paragraph for corrections. Once you have reviewed and suggested corrections, have the students rewrite a clean copy of their work.

All students should buy a low cost Spanish-English dictionary. Explain that English teachers and other advanced speakers keep an English dictionary nearby when they are reading. Students who want to improve should have a dictionary with them when they are doing their English homework.

Recommend some places where students can find affordable Spanish-English dictionaries.
Lesson 2

WHAT DO YOU USUALLY HAVE FOR BREAKFAST?

Methodology

Motivation
Get your students thinking about how people in different regions eat very different foods. What differences are there between the typical foods of different Central American countries?

What are some of the advantages and disadvantages of eating fast food? This will be a major question in this lesson. Ask for students’ opinions on this topic before beginning the lesson.

Students will have the opportunity to read opinions in favor of and against eating out at fast food restaurants. In this lesson, students will work on sharpening their ability to express and defend their opinions.

Methodological guidelines
Before reading the passage about slow food, have a discussion that will get students thinking about fast food culture. The following are some sample questions:

Is fast food based on local tastes or is it the same all over the world?
Do locally grown fruits and vegetables get turned into hamburgers and French fries at fast food restaurants?
Do fast food restaurants sell dishes that taste like those that your grandmother cooked?
Do you recognize the lunch specials in the picture?

What are some foods from other parts of the world? Ask students to list dishes that originate in other countries. Have them list Italian foods, Chinese foods, or famous Nicaraguan or Honduran dishes. Use your imagination to get students to identify different regional specialties.

Activity 3 could be done at home or in class. If students really get thinking about the fruits and vegetables that grow in El Salvador that are not found in the supermarket; they can make quite a long list. Spend some time on question 1 from this activity. See how many vegetables and fruits the students can identify that are best purchased in open markets and are rarely seen in the supermarkets.

Do not worry about translating local foods that are not commonly found in the English speaking world. The important thing is to be talking about these items in English.

For question three of Activity 3, have students list all the varieties of bananas that they can think of that are grown in the area where they live.

In the directions for making Jambalaya in the Enrich your vocabulary section, students will read that the recipe calls for a “cast-iron pot”. Students should already know what a
“pot” is but the term “cast-iron” is probably new to them. If the students are unable to
guess what “cast-iron” means, help them with these questions:
In the last lesson, where did you see the term “iron”? (Answer: They saw it in the
Nutrition Facts activity in the section of the label that includes vitamins and minerals.)

How do you say “iron” in Spanish? (Answer: Hierro.)
At this point, they should figure out what a “cast-iron pot” is.
Practice thinking critically! After the students read the passage on page 114 about fast
food, ask them the following questions:
Does 25% of your fat for the day seem like a lot of fat? (And that’s only in the medium
French fries!)
What is an example of how people eating at McDonald’s can reduce the amount of
sodium they eat?
How does the author of this passage think that fast food restaurants help people?
Why does the author think that ordering food from your car is not a sign of laziness?

Before students begin working on the Hands on! activity on page 115, get them
thinking about the two contrasting statements. Have everybody read the two
statements to themselves slowly.
Once everybody has finished reading, ask one or more students to try paraphrasing
the statements in their own words. Once they have finished paraphrasing, ask them the
following questions:

Statement 1 begins with the phrase ‘Taking time….’ What do people gain by taking
time and slowing down?

Statement 2 says ‘People need to be responsible for making healthy choices.’ Who do you
think is to blame for people becoming unhealthy because they eat unhealthy food?
You may need to explain that “to blame” means to be at fault or to be the cause of
a problem.

Before students begin writing their paragraph presenting their opinion, remind them
that they should have a Spanish-English dictionary with them when working. While
writing, they will discover that they need to look up a word that they don’t know how
to say.
Tell students to keep a list of all the words they look up in while writing their paragraph.
They will need to use these words to complete Activity 7.
After students write their hands on paragraph giving their opinion on slow food
versus fast food, have them write a rebuttal. The student should write one paragraph
disagreeing with whatever it is he or she wrote.
The objective of writing a rebuttal to their own paragraph is to practice using persuasive language and to give advice. Have students read their rebuttal (counter argument) out loud, even if they do not personally agree with it. The point is not to be right or wrong, it is to be persuasive.

Notice in Activity 9, number 5 is a question, not a statement. Students cannot make a contraction with this sentence because the question form “will you” appears instead of the statement “you will” (you’ll).

Point out that in English, word order is important. With questions, “will” always goes before the pronoun/noun, for example: “Will he stay?” or “If it rains, will we still go?”

With statements, “will” always goes after the pronoun/noun. For example: “He will stay.” “If it rains, we will still go!”

For an in class oral activity, tell students that your are going to say a sentence and they have to say in it is a statement or a question. Read the following sentences and after each sentence, ask the class if it was a statement or a question.

I will see you tomorrow.
If school is canceled, will we still have homework?
If we can find a ride to the party, we will go.
I will see Marla and Bill, I will bring something for dessert.
Will we be able to go to the beach this weekend?
Will eating too much fast food give me diabetes?

After students complete Activity 13 on page 117, ask them what they thought about question 5, “Do you think that most Salvadorans are healthy eaters?” Ask students to explain:

What kinds of food make up an average Salvadoran diet?
Why do you think that most Salvadorans are or are not healthy eaters?
Do you think that most Salvadorans have a good diet and healthy lifestyle?

Before students read the Outlook section on page 118, ask them:

Louisiana Creole cuisine is a mixture of elements from which cooking traditions?

After they answer, tell the students that this passage describes how the French from the coastal region of Canada known as Acadia came to Louisiana.

Explain that the Arcadians were expelled from parts of Canada by the British in 1700s. Thousands went to Louisiana they were called Cajuns. Notice the similarity between “Acadian” and “Cajun”.
Third Unit

Lesson 3

HOW DO YOU LIKE YOUR COFFEE?

Methodology

Motivation
Discuss current advertising campaigns that promote food products. Ask: “What is the message of this advertisement?”

Common themes in food related advertisements are health, family, children and convenience among others.

In this lesson, students will practice skimming and scanning texts. This is a skill that all students have already used many times. Here, we will simply draw their attention to the act of quickly reading a passage to get the general idea, without actually reading every word (skimming) and to the act of looking for a specific word or phrase in a passage (scanning).

These are important tools that students use to gather information and to find what is relevant among large amounts of material.

Methodological guidelines
Have students listen to the conversation and then work in pairs to practice reading the conversation out loud.

Explain to the students that using “would prefer” and “would rather” is more respectful than saying “I don’t want to” or “no”. Take for example, the following short conversations:

Conversation 1
A: Do you want to go with me to visit my Mom tonight?
B: I would rather stay home tonight. (polite)

Conversation 2
A: Would you like me to make pasta for dinner?
B: No, I want a sandwich. (not polite)

Get student’s thinking about contractions. Ask them to identify the words that are contracted in the following sentences:
I’d rather eat food that isn’t spicy.
We’d prefer to stay at home tonight.
He’d like to try the soup that you made last night.

The following activity should be used with the Language in use section on page 120. It will get students practicing the construction “wish” + “would/could/was/were/had” to express discontent with the present situation or to wish for a change.
Instructions:

1. Reading

Have students read the sentences below that include “wish” + “would/could/was/were/had”. Tell them that as they read through the sentences, they should mark three sentences which are true for them.

I wish my spouse was a better cook.
I wish my boss would relax a little.
I wish my kids would help out more around the house.
I wish I could drive a car.
I wish I had a bigger house.
I wish the town would fix the road in front of my house.
I wish I could visit my parents.
I wish there were more jobs available.
I wish I was able to swim.
I wish I had more time to spend with my kids.

2. Writing

Tell the students to write the reason why each of the three sentences they chose are true for them.

3. Speaking

Tell the students they now have to walk around the class and find two other people who people who have the same wishes and to compare their reasons.

The following is a sample conversation that the students could use as a model:

A: Do you wish you knew how to ride a bike?
B: Yes, I do.
A: Why do you wish you knew how to ride a bike?
B: I wish I knew how to ride a bike because then I could get to town faster.

In the advertisement on page 121, students will see a product called the Smucker’s Uncrustable. After they have completed Activity 4, they should be familiar with the following terms, review the new vocabulary by asking the following questions:

What does homemade mean? (Answer: made at home)
Does this seem like a truly “homemade” food? (Answer: no)
Do you think that it really tastes like a homemade sandwich?
What does this advertisement mean by “grab-and-go”? (Answer: you just take one out of the freezer and go, there is no preparation necessary)

What does it mean that this frozen food has “thawed” by lunchtime? (Answer: it is no longer frozen)

Many advertisements try to respond to concerns that customers might have about their product. Ask the students to consider this question:

What concern might the company be responding to when they say that homemade goodness can be found in frozen sandwiches thanks to new discoveries?

Get students using “prefer” or “rather” by asking their personal preferences and opinions about instant foods such as the product mentioned in the text.

Would you rather eat a normal peanut butter and jelly sandwich or an “Uncrustable”? Do you prefer homemade food or fast food?

Practice using the cooking methods shown in Activity 8. Have the students list different items that can be boiled, baked, fried and barbequed.

For an in class conversation activity, students can work in pairs to ask each other the following questions. The goal is to state their preferred way of cooking different foods and to express their preferences in a respectful way.

A. What is your favorite way to cook chicken?

B. I prefer to …

A. Would you like to eat a salad or green beans with dinner?

B. I’d rather …

A. I am thinking about cooking plantains tonight. Would you like to have them boiled?

B. I would rather …

A. Would you like oatmeal and milk for breakfast or would you like beans and eggs?

B. I’d prefer …

After speaker B responds with her or his own preferences, students should change roles and do the conversation again.

There are many words that we use for foods that come from other languages. “Pizza” is one example. What are some words that we use for foods that come from English?

For the Hand on! activity, students need to choose a category of food items. They will make a list of recipes for foods that fit into this category at the end of the unit. For now, they should choose 8 recipes that are related in some way.
Get students thinking about different categories by brainstorming. The students should come up with as many ideas as possible. These could include but are not limited to: fancy drinks, steak dishes, breakfast food, desserts, foods that contain a certain ingredient like pipianes (small squashes).

There are many possibilities and students should be encouraged to use their imagination. The only requirement is that the 8 foods have to share a common theme.

Teaching the difference between:
“wish + would” and “wish + could/was/were/had”

Students will need clarification on the difference between “wishing for a change” and “expressing discontent with the present situation”.

In Activity 12, students will need to decide if they should use “would” (when wishing for a change) or “could/was/were/had” (when expressing discontent).

Remind them that:
1. You should use “would” when wishing for a change.
2. You should use “could/was/were/had” when expressing discontent.

The answer to question one is “would buy” because she wants her husband to buy a refrigerator.

The answer to question two is “I wish we had a stove” because right now we do not have a stove.

The answer to question three is “I wish the kids would help…” because they Mary Mary wants her kids to help. (The answer could also be: “I wish the kids could help…” which would imply that the kids can’t or are unable help. The answer key cites the first example assuming that the kids can help. Both answers are acceptable as long as the student understands the difference.)

After students read the outlook section on page 126, have students close their books for an in class conversation.

Begin by writing the first sentence of the Outlook section on the board: “Shoppers look for the best products at the best prices.”

Ask the students:
What does this sentence mean?
Why are there so many choices if all we need is the best product at the lowest price?
The lowest priced item is easy to find, but how do we decide on the “best” item?
What are some of the ways that we are influenced by marketing?
The Outlook section uses the example of toothpaste. Other good examples include shampoos, cereals, paper towels, etc. We are often led to believe that we should pay more for a product because it is healthier, it can make your life easier, it is more convenient, it is designed for people just like you, etc.
Lesson 4

HOW DO YOU PREPARE THAT?

Methodology

Motivation

In this lesson, students will read and listen to recipes. These activities will introduce vocabulary related to cooking and giving instructions as well as considering various sequence related activities.

Take advantage of the sequential instructions used in this lesson to use sequence adverbs in context. When you give several instructions for the class, try to use the words “first, after, before, then, etc.”. This will help get students hearing these words properly used.

In addition to sequences, students will be asked to establish relationships. In the Hands on! activity, students will work on their writing skills to describe the connection between a group of four recipes.

Methodological guidelines

Have students listen to the conversation and get into groups to practice it out loud.

After students complete the activity related to the conversation, have them make their own “To do” list. Their list should include five items. Once they have their list, have them write a short paragraph describing the things they have to do and describing the order in which they will be done. The following can be used as an example.

1. Stop by the bank to pay the electricity bill
2. Pick up my kids from school
3. Buy some tortillas on the way home
4. Help my son with his homework
5. Iron my clothes for tomorrow

The first thing that I have to do this afternoon is go to the bank and pay the electric bill. After that I will go and pick my kids from school. On the way home I will buy some tortillas. At home I have to help my son with his homework. Before going to bed I will iron my clothes for tomorrow.

Before they read the Time to read section on page 128, remind students that “cognates” are words that have the same meaning and sound similar in both languages. Point out that this salad dressing is called a “vinaigrette” because it has vinegar.

After reading, ask what are some of the other ingredients in the recipe that are cognates. Some of the words that students might recognize are “balsamic, salt, olive” and “mustard”.

Prepare students for the listening activity on page 128. Review the vocabulary in Activity 3. Pronounce each item and have students repeat after you. This will help them to recognize the vocabulary when they hear it in the listening activity. It will also make the process of transcription easier.
Sequence adverbs such as those mentioned in the Language in use section on page 129 of the text are used to talk about when something happened or when something will happen. Sequence adverbs can also be used to tell someone how to do something and give directions to follow steps that should be done in a specific order.

The following is a list of the most common ones one-word sequence adverbs:

- first
- first of all
- second
- third
- after
- after that
- then
- next
- finally

The following can be used as additional exercises for identifying sequence adverbs. Have students read the three paragraphs below and identify all 9 sequence adverbs.

1. Making an ice cream Sunday is easy. First, put some of your favorite ice cream in a bowl. Then, pour two tablespoons of chocolate syrup on the ice cream. Next, cover the ice cream and chocolate with whipped cream. Finally, sprinkle chopped nuts on the whipped cream. You can even put a cherry on top.

2. It is not difficult to get to the train station. First of all, go straight two blocks and then turn right. Follow that street for two blocks. After the traffic light you will see the train station on your left.

3. The first thing we saw when we got to Rachel’s house was her big dog named Tyson. Then, we entered the house and sat down on the large sofa. Then, Rachel brought out some snacks and we started chatting.

The sequence adverbs in this activity are: 1. first, then, next, finally, 2. first of all, then, after, 3. first, then, then.

In the Hands on! activity, help students come up with creative ways to establish connections and relationships among a group of recipes.

Obvious connections would be “breakfast foods” or “dairy foods”. But encourage students to think of other ways to establish a connection. They could link together seemingly unrelated foods.

For example, they could choose four recipes that include seasonal ingredients available in the month of June or foods that can be eaten with your hands or foods that can be made in less than five minutes or foods that take all day to prepare. The important thing is that students use their imagination to establish a connection between eight recipes and use persuasive language to convince the reader that these dishes are worth trying.

As was previously mentioned, many names of local foods and certain local vegetables do not need to be translated into English. The names of many foods from Spanish speaking countries such as tacos, burritos, and paella are commonly used in English.
In Activity 10, one of the ingredients mentioned is “steak seasoning”. If students are interested, the following recipe can be used to make your own homemade steak seasoning. The amounts of each ingredient in this recipe can be changed according to your taste!

On the board write the words “cayenne pepper” and “coriander” since students have not previously seen these ingredients in the text. Then, read the following recipe slowly. Students should copy the recipe on a piece of paper as you read.

- 2 teaspoons salt
- 1 teaspoon paprika
- 1/2 teaspoon black pepper
- 1/4 teaspoon onion powder
- 1/4 teaspoon garlic powder
- 1/4 teaspoon cayenne pepper
- 1 dash coriander

You may need to remind students that “dash” means a small amount.

After student read the passage about what to do on a two day trip to Vancouver, Canada, have them make a list of recommended activities. It is not necessary for students to write in complete sentences.

The goal is to distil the sequence of recommended activities from the reading. The following is an example of how students should proceed:

1. Go to Stanley Park
2. Rent a bike
3. See giant trees and flower gardens
4. Have lunch in one of the restaurants outside of the park
5. For dinner have traditional Canadian food, etc.

Have students read the Outlook section about the history of frozen meals in the United States. Ask students for their opinions about these foods. Topics for discussion can include:

Do these meals help busy parents save time?
Are microwavable meals something that you eat in your home?
Are these foods that you would have your kids eat? Why?
How do the new “healthy” frozen dinners try to change people’s idea of pre-packages meals?
Do you think that the new low-fat, low-sodium frozen meals are healthier than homemade food?
Lesson 5
WHERE’S THE COOKBOOK?

Methodology

Motivation
You will notice that many activities in this lesson contain the word “usually”. During class, mention activities and events that “usually” happen. This will make the usage of this term very familiar to students as they complete the activities in this lesson.

Students will be presented with various activities that focus on following recipe instructions from written and audio sources. This will include sequence vocabulary that was studied in the last lesson.

Students will also begin translating recipes into English. This will require them to use food related vocabulary as well as vocabulary related to weights and measurements. They will also practice describing sequences and giving instructions.

There will be a focus on food related advertisements in this lesson. Students will look at different examples of these advertisements before designing their own advertisement promoting an imaginary restaurant.

Methodological guidelines
After students read and practice the conversation at the beginning of this lesson, ask them about their personal preferences.

When going on a day trip to the beach, a river, a park, etc., what kinds of foods do they bring?

Have students come up with a list of foods that they or their family bring with them when they go on a picnic or on a day trip.

On page 136, students will read a passage and complete the activities about bluefin tuna. The passage begins with the statement “The Seafood Watch Organization does not recommend eating bluefin tuna.” If students have access to the internet, they should be encouraged to visit the website which is sponsored by The Monterey Bay Aquarium in Monterey, California.

Use the vocabulary introduced on page 137 in a classroom discussion. Remember that local varieties of items like crab or certain fish do not need to be translated into English.

The following are some sample questions for classroom discussion:

Have you ever eaten lobster? How was it prepared?

Have you ever cooked crab before? What kind of crab was it? How did you prepare it?

Do you know how fishermen collect oysters? (Answer: In El Salvador, many fishermen dive for oysters.)
Have you ever eaten octopus?

After students complete activity 5, ask them to compare the prices listen at “McArthur's Fish Shop” with local prices here in El Salvador. For example:

How much does a dozen crabs cost?

Is $6.00 a pound a good price for jumbo shrimp?

For Activity 8, students will choose a name, a specialty dish, a slogan and a sign for an imaginary restaurant on the beach. Remind the students that the specialty dish does not necessarily have to be a type of sea food.

The example from the text describes a warm dish that will be welcome in the cold. The slogan that students invent does not need to be limited to describing foods. Their slogan should tell the customer something about the restaurant. People are attracted to certain restaurants not only by the food but also by the atmosphere, the music, or by the types of customers that go there.

The sketch of the sign for the restaurant should at least include the slogan and the name of the restaurant. The advertisement can also include drawings or any other information that the student wants to add.

Have students work in pairs to practice saying what they “usually” like to do. Students should take turns asking each other the following questions.

What do you usually do when someone in your family has a birthday?

Where do you usually buy your fruits and vegetables?

How do you usually get to your English class?

At what time do you usually get up in the morning?

What do you usually have for breakfast?

The student asking the questions should write down the responses that she or he hears. After both students have taken a turn asking and responding to the questions, they should show each other the responses that they wrote down and make any necessary corrections.

When students begin writing recipes for the Hands on activity, remind them of the commonly used abbreviations for cooking. The following are some examples:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsp</td>
<td>teaspoon</td>
</tr>
<tr>
<td>Tbsp</td>
<td>tablespoon</td>
</tr>
<tr>
<td>oz</td>
<td>ounce</td>
</tr>
<tr>
<td>pkg</td>
<td>package</td>
</tr>
<tr>
<td>lb</td>
<td>pound</td>
</tr>
<tr>
<td>sm</td>
<td>small</td>
</tr>
<tr>
<td>lg</td>
<td>large</td>
</tr>
</tbody>
</table>
Before beginning Activity 13, remind students that the word “fillet” rhymes with the word “play”. The letter “t” is not pronounced. The reason for this is that the word comes from French.

After students read the section about breaded fish fillets, try the following in class activity.

Ask if anyone in the class knows how to make fried breaded fish filets. If there is someone who has made breaded fish, ask them:
How does your recipe differ from the recipe in the listening?

As the student describes her or his process of making breaded fish fillets, write down the directions on the board. Remember to use the vocabulary words related to sequence and time whenever possible.

Most likely, measurements will be vague. If, for example, they do not remember exactly how many cups of bread crumbs they use, then use more general terms like “handfuls” or “several cups”.

After copying the recipe from one of the students onto the board, ask if any other student has made breaded fish with other ingredients or cooking methods.

You can also choose another type of dish, and ask students to describe how they prepare it. The objective is to get the students talking about food and food recipes.

When talking or writing about recipes, students should have a dictionary Spanish-English available to look up words that they do not know such as bread "crumbs".

The modern versions of The Joy of Cooking by Irma Rombauer do not include recipes for squirrel, opossum (paca) and racoon (mapache). In the 1930s, when the book was first published, America was a much more rural, agricultural based society. The following questions can serve as a basis for an in class discussion or as a writing activity.

How is out diet different from the diets of our great grandparents?
What changes in modern times have affected our diets?
Why is it that people do not eat as much squirrel, opossum and racoon as they did before?
Procedures and Methodology for Hands on!

Summary
In the beginning of this unit, students focused on giving advice and expressing opinions. They practiced using persuasive language to make a point and to back that point up with logical reasoning.

They also had to use persuasive language to support not only points of view that they agreed with but also to support those points of view with which they might not have agreed.

In the second half of this unit, students focused on making a list of Salvadoran recipes with something in common. Students were encouraged to be creative in choosing a theme and in establishing a relationship among eight different foods or recipes. They had to describe what it is that the eight recipes have in common and to interest the reader in trying them.

In the last lesson, students began to translate some of the recipes from Spanish into English. In the project for unit 3, students will continue translating more recipes into English. They will also write an introduction to their collection of recipes designed to inspire the reader to try these recipes at home.

Concepts
This unit project should be used to reinforce and to refine skills developed throughout this unit. Those skills include the use of persuasive language and forming a convincing argument. This project will force students to use vocabulary related to food, sequences, weights and measurements.

Begin by having students revisit the eight recipes that they mentioned in lesson three as well as the description of what these recipes have in common that the students wrote in lesson four.

At this time, students should address any observations you, as the teacher, may have made, especially those concerning the paragraph that the students wrote that describes what all eight of her or his recipes have in common.

Have students review their eight recipes reduce their list to four that they think would best balance the need for variety while still maintaining a clear relationship. Once they have reduced their list to four recipes, have students refine the paragraph that they wrote establishing the relationship between these recipes.

Make sure that the students add a bit of a “sales pitch” to their introductory paragraph. This is a way to inspire interest on behalf of the reader. The goal is to make the reader want to try these recipes.

In lesson five of this unit, students looked at a sign for a restaurant that used one phrase to get customers an attractive image of the food that the restaurant specialized in. Have students brainstorm similar phrases or sentences that are designed to inspire people to take a closer look at their recipe collection.
In lesson five, students translated two of their eight recipes into English. If these are among the four recipes chosen for the final collection, the student will only need to translate two more.

Each recipe should go through at least two drafts. After the first draft of each recipe is complete, they should be reviewed by the student. Once the student is satisfied, the recipe should be peer edited by another student.

When peer editing these recipes, students should have a dictionary available to look up the meanings of unknown ingredients or instructions. The recipes should be easy to follow. Correct use of sequence related vocabulary will result in clear step by step instructions.

As students look up new words, whether in translating or peer editing the recipes, have them write down the new vocabulary word along with its definition. Students will often notice that they encounter the same vocabulary word many times and having the definition written down will eliminate the need to consult the dictionary more than necessary.

Once recipes have been peer edited, collect them and make necessary corrections. When reviewing the recipes, make sure that they do indeed share a common theme as outlined in the introductory paragraph. Students should choose a title that calls the attention of the reader and says something about the recipes in the collection.

Have students make the necessary corrections and type a final draft of the Salvadoran recipes, complete with title and introduction. If you have the resources available, make a complete collection of all the recipes that can be printed and handed out to each student in the class.
Unit 4
International Tourism

Unit concepts
In this unit, students will focus on tourism and its different facets. This will include travel information, tourist attractions and means of transportation. It will also involve identifying geographical places in English such as countries and continents.

Students will continue previous work in constructing and identifying sequences of events. They will use sequences when discussing travel plans and when giving and receiving directions.

Grammar
Student will review polite ways of expressing preference. For example, students will explore the difference between the phrases “I want” and “I would like”. There will be a focus on other useful expressions that contain “would”.

In this unit, students will also focus on contrary-to-fact conditional sentences. This means that students will practice reading, writing, and speaking about hypothetical events or situations that are unlikely, impossible, or that have never happened before.

Other important grammatical topics that will be covered in this unit include how to properly express desires and wishes when discussing future plans. This will be in the context of material related to international travel and tourism.

Vocabulary
Specific vocabulary to be covered in this unit will deal with giving travel advice, making reservations, asking for assistance, reading and writing travel brochures and planning itineraries.

Students will be encouraged to be responsible for their own leaning by referring to a Spanish-English dictionary to learn the meaning of new words that they come across in their studies. As always it is recommended that students keep a notebook where they write down all the new vocabulary words that they look up in the dictionary. This is an important habit to develop because it is a way for students to continue learning on their own outside of the classroom.

Every day English
In activities throughout this unit, students will practice scanning texts for specific information, most of which is related to the theme of international tourism. Many of the sub-topics will focus on tourist attractions and activities for visitors.

Throughout the unit students will be looking at and creating travel brochures. This will provide opportunities to look at travel related advertisements and to use persuasive language. Here, students will also discuss landmarks, tourist sites, and lodging options as part of planning for travel and tourism.
Lesson 1

WOULDN'T YOU LIKE TO RELAX ON THE WHITE SANDS OF PUERTO RICO?

Methodology

Motivation

In this lesson, students will discuss what kind of vacation they would like to take. They will consider different vacation activities and will review popular outdoor activities. Students will also review different countries which are known tourist destinations. They will also identify the major cities and tourist attractions in these different countries and express their preferences for each.

In this lesson, students will also learn about contrary-to-fact conditional sentences. They will look at the different ways in which they are used as well as their grammatical construction.

Methodological guidelines

Have students read and listen to the conversation on page 149. Afterward, they should practice the conversation while working in pairs.

Notice that in the conversation, they are discussing whether to take the family to the Polideportive Nejapa or on a trip to Guatemala. Have students answer the following questions:

What are some of the nearby places that students have visited with their families during vacation time?

What are some of the advantages of spending vacation time close to home?

What are some tourist destinations that they have heard of in the neighboring countries of Guatemala and Honduras?

In the Enrich your vocabulary section on page 150, there are several world cities mentioned. There are also several countries on the list that do not include any city in particular. These countries are listed below. Ask students to name one of the major cities in each of these countries (some examples are given below):

- France (Paris)
- Brazil (Sao Paulo and Rio de Janeiro)
- Puerto Rico (San Juan)
- Argentina (Buenos Aires)
- Spain (Madrid)
- Peru (Lima and Cuzco)
Have the class split up into pairs. Each student will take turns asking the other the following questions. As the student asks each question, she/he should write down the answer that they hear.

Which of these six countries are you most interested in visiting, France, Brazil, Puerto Rico, Argentina, Spain or Peru?
What would you like to do there?
How long would you like to stay?

After the students have finished interviewing each other, they should take turns describing to the class their partner’s preferences.

In order for students to complete Activity 5, you should explain that the photographs represent the following places:

1. The city of Panajachel on Lake Atitlan in Guatemala
2. The ruins of Machu Picchu near Cuzco, Peru
3. The city of Rio de Janeiro in Brazil
4. The city of Las Vegas, Nevada in the United States

Before students listen to and read the conversation on page 152, make sure that they know the meaning of the following questions.

What is a budget? (Answer: It is the amount of money that can be spent on something.)
What does it mean to be on a budget? (Answer: It means that you are living or working with a limited amount of money.)

What is the meaning of “budget hotels”? (Answer: Many times the word “budget” is used to mean “inexpensive.” People who look for “budget hotels” are looking for inexpensive hotels.)

In the Hands on! activity for this lesson, students will make a short travel brochure. The brochure should have three to five short paragraphs of text. This brochure will highlight the tourist attraction of the town or region where the students live.

Help students get creative when thinking about what some of the local attractions might be. These do not necessarily have to be sandy beaches or forested mountains. The following are some sample questions to get students thinking about topics for their brochure:

Are there cultural events at certain times of the year that might be of interest?
Are there local dishes that are not found in other parts of the country?
What important historical events happened in this area?
What important people in Salvadoran history were born in this area?
There are many ways of making a place stand out. This can even include the fact that it is not visited by many tourists. Such places are called “off the beaten path” and often appeal to adventurous travelers looking for an “authentic” cultural experience. Encourage students to try to look for aspects of the place they live that might be interesting to foreigners.

There is a sample brochure on page 5 of this guide that can serve as an example. Students may use it as an example but should feel free to make their brochure shorter or longer and may also use an entirely different format.

Contrary-to-fact conditional sentences are introduced on page 154 of the textbook. The following examples illustrate the use of contrary-to-fact conditional sentences referring to the present/future and referring to the past:

- If we had money, we would go out to dinner tonight.
- In this example, the past tense refers to present or future time!
- If we had seen Emily, we would have said hi.
- In this example, the past perfect is used to express an event in the past!

Contrary-to-fact conditional sentences can be confusing for students of English for two reasons. One is that students use the past tense to describe events or circumstances in the present or the future. Another reason is that when using the verb “to be”, “were” is used with singular objects instead of “was” when used in contrary-to-fact conditional sentences.

Contrary-to-fact conditional sentences can be used to express both hypothetical and impossible events or circumstances. When introducing contrary-to-fact conditional sentences, give plenty of examples that include “were” in the if clause in reference to a singular object so that students become accustomed to this somewhat unusual usage of the past tense. The following are some examples:

- If you were going to drive, I would ask you for a ride.
- If Jason were here, we could ask him to help us.
- If I were a rich man, I would have lots of money.
- If he were with us, we would know where we were going.
**Sample text for a travel brochure**

Visiting Boston on a budget!

When to Visit:
Autumn in New England is a wonderful time of year because of the fall foliage and mild temperatures. This is the most popular time of year to visit Boston but the rest of the year offers many other attractions. During the winter months a lot of people come to the Boston area to go skiing in the mountains that are only a couple hours away from the city. The spring and summer provide the opportunity to visit Fenway Park, home of the baseball team the Boston Red Sox.

Where to Eat:
The Faneuil Hall Marketplace is a unique Boston experience. Communal seating
Lesson 2

Fourth Unit

ARE YOU GOING TO THE CARNIVAL THIS YEAR?

Methodology

Motivation

In this lesson, students will study and use vocabulary related to tourist attractions and activities. Tourist activities addressed in this unit include outdoor sports, cultural events and enjoying nature.

Readings in this lesson focus on the type of promotional material that can be found in travel brochures that highlight specific events or attractions of interest to visitors. Students will also investigate tourist attractions in different English speaking countries throughout the world.

Students will practice expressing desires and preferences using both polite an informal expressions. Take advantage of the vocabulary list at the beginning of the lesson to ask students which activities they prefer, giving them the chance to share their preferences and to hear the preferences of others.

Methodological guidelines

The Enrich your vocabulary section on page 158 has an extensive list of tourist attractions and vacation activities. The following can be used as an in-class activity to get students using and thinking about the vocabulary.

Break the class up into several small groups. Give each group should be given one of the following categories and asked to list all of the vocabulary words on page 158 of the textbook that fit into that category.

Sample categories:

- Water activities
- Nature activities
- Outdoor sports
- Cultural activities
- Activities available in El Salvador
- Activities not available in El Salvador

It is not necessary for students to list the vocabulary words on page 158 into each of the categories mentioned above. For example, with a smaller class, you may only have three separate groups. In this case, choose from the list of categories mentioned above. The idea is to get students looking at the vocabulary list and to think about the types of activities listed.

For the Hands on! activity in this lesson, students will look for tourism related information about an English speaking country. Before students choose a country to begin researching,
this would be a good time to answer the following question: In which countries of the world is English commonly spoken?

The following is a list of English speaking countries. It is important to mention that many of the countries in this list have made English an official language but it is not necessarily the main official language.

Antigua and Barbuda  Kenya  Saint Vincent and the Grenadines
Australia            Kiribati    Samoa  Seychelles
Bahamas             Lesotho     Sierra Leone
Barbados            Liberia     Singapore
Belize              Malawi      Solomon Islands
Botswana            Malta       South Africa
Brunei              Marshall Islands Swaziland
Cameroon            Mauritius   Tanzania
Canada              Micronesia   Tonga
Dominica            Namibia     Tuvalu
Ethiopia            Nauru       Uganda
Fiji                 New Zealand Trinidad and Tobago
Gambia               Nigeria     United Kingdom
Ghana                Pakistan    United States
Grenada             Palau       Vanuatu
Guyana               Papua New Guinea Zambia
India               Philippines  Zimbabwe
Ireland             Rwanda      Saint Kitts and Nevis
Israel              Saint Lucia

It is not at all necessary that students be able to name all the countries where English is a dominant or an official language. This list can be used to illustrate wide range of places where English is spoken by a significant portion of the population.

It should be pointed out that English continues to be a very important language in countries that were formerly part of the British Empire such as India, Nigeria, and Hong Kong.

Once students have chosen an English speaking that they would like to research, they should begin by identifying major cities and using on-line resources to find hotels and important tourist attractions. They should create a short list of three or four lodging options in major cities or near sites of interest. They will refer to this list when preparing for the Hands on! activity in the next lesson.

The word “carnival” historically refers to the period of rejoicing or the celebration before Lent. This definition of “carnival”, based on the Christian calendar, is
synonymous in the United States with the term “mardi gras” (pronounced MAR-di GRA) which is the name of the most famous carnival celebration in the United States, which takes place every year in New Orleans, Louisiana.

For English speakers, the term “carnival” is much more commonly used to describe a traveling circus with rides, shows, etc. When mentioning “carnival” to most English speakers, images of farris wheels and a traveling circus come to mind. Use of this word in reference to the Tuesday before Lent is becoming increasingly antiquated and associated primarily with the famous Latin American celebrations.

When speaking about the celebration before the season of Lent, most Americans, including those outside of Louisiana refer to this as Mardi Gras. The term is of French origin and translates into Spanish as Martes Gordo or into English as “Fat Tuesday”. In the United States, “Mardi Gras” and “Fat Tuesday” may be used interchangeably.

Introduce the term Mardi Gras to your students as a substitute for “carnival” in reference to the pre-Lent celebration. When making this explanation, you should refer the students to page 118 of the text book. There, they can review the short passage about the Acadians.

Students will notice that these French speaking immigrants who moved to Louisiana in the 18th Century left their mark not only on the culinary traditions of Louisiana but also on the American lexicon. The French term Mardi Gras is universally understood as the Fat Tuesday celebration, famously held in New Orleans, Louisiana.

On page 162 of the textbook, students will consider two different ways to express preferences or desires. The difference between “want to” and “would like to” is small. “Would like to” is somewhat more formal and definitely more polite.

As an additional activity, have students practice constructing questions using “want to” and “would like to”. The following is an example of a supplementary activity.

For each of the following phrases, write two questions, one using “want to” and one using “would like to”. Remember that with “want to” you will need to include “do” or “does”. Direct your questions to the name or pronoun in parenthesis. Follow the example:

Example: (Kevin) _____________________ go fishing with us?
Answer: Does Kevin want to go fishing with us?

Would Kevin like to go fishing with us?
1. (you) _____________________ watch a movie tonight?
2. (Tonya) _____________________ study this afternoon?
3. (Henry) _____________________ come shopping?
4. (you) _____________________ eat chicken or fish?
5. (your sister) _____________________ go with us to the river?
6. (Dad) _____________________ go for a walk?
Fourth Unit

Lesson 3

DID YOU REMEMBER TO MAKE THE HOTEL RESERVATIONS?

Methodology

Motivation
In this lesson, students will practice using vocabulary related to lodging. Activities that use this vocabulary will focus on making hotel reservations (booking a hotel room) and identifying what services and amenities are offered.

There are many different traveling styles and price ranges. Students should be encouraged to practice vocabulary related to both luxury travel and low-budget, backpacker style travel. As they will notice, there are certain vocabulary words specific to each.

Readings and conversations in this lesson focus on well known tourist destinations, such as Disneyland and the casinos of Las Vegas, Nevada. These destinations may or may not interest your students. Their interest or lack of interest in these destinations can present an excellent opportunity for in-class discussions.

Methodological guidelines
After students complete the activities related to the conversation on page 165, ask them about their impressions of the Regal Sun Resort. The following are some sample questions:

Does this sound like an expensive place to stay?

What does the hotel offer that makes the place attractive to families with children?

If you were a young couple without a lot of money to spend and no kids, what kind of place would you look for?

If you were going to visit the United States, would Disneyland be a place you would want to visit?

"Amenities" are features or services that a hotel offers. There are many ways to inquire about "amenities". For example, you could ask:

What services does the hotel offer?

What do the rooms come with?

Tell me a little bit about the rooms.

Throughout this lesson, there are many references to different resorts and hotels with examples of attractions, features, amenities, etc. Important vocabulary related to these topics is listed on pages 166 and 169 of the text.
To get students using these and other related vocabulary words, consider having students work in small groups to do the following in-class activity.

Begin by breaking the class up into groups of about four students each. Each group will have about 10 minutes to design a hotel. They should base their imaginary hotel somewhere in El Salvador. After each group discusses the details of their hotel, they should have one member of the group describe their hotel to the rest of the class.

As the students share ideas and agree on the design of their hotel, they should try to answer the following questions:

What features are included with each room?
Where will the hotel be located?
What makes this hotel attractive to visitors?
How much will the rooms cost per night?
What kinds of guests will go stay at this hotel?
What will it look like?
Are there any special activities in or nearby the hotel?

Encourage students to be creative. Remind them that there are many different types of lodging designed for many different tastes, interests and price ranges. Apart from the luxury hotels described in the textbook, many hotels or hostels are designed for people looking for an inexpensive place to stay or a place to meet other travelers with common interests.

There are hotels on the beach designed to attract surfers. There are hotels in the mountains designed to appeal to people looking to experience nature. There are hotels that create the impression that you are in far away place. Students should use their imagination when doing this activity, and describe their hotel in detail using the vocabulary from this lesson.

The Hands on! activity on page 169 asks students to write a conversation between a hotel receptionist and potential guest looking for information. This activity could be presented in several ways.

You may choose to assign a certain real or imaginary hotel to the entire class and have them invent a conversation. They could also make the conversation base on the hotel they designed in the activity above. With this option, students could work individually to invent a conversation or they could continue working groups.

If your class has access to a computer with an internet connection, the Hands on! activity in this book can be presented as a real-world activity where students collect information from actual hotels in English speaking countries.

If your students are ready to practice a prepared, directed conversation with native speakers, this activity will help them gain confidence. Make sure that everyone
understands that making errors when speaking is a normal part of learning a language and it's ok!

Review the list below to determine if your class has the resources and preparation to complete this activity.

For this activity, you will need:
Access to a computer with a stable internet connection
Speakers or headphones
A microphone
A free internet telephone program such as Skype

Begin by finding hotels in different cities in English speaking countries. Toronto, Boston, Montreal, Atlanta, San Francisco, Seattle, Chicago, Vancouver, and Denver are some examples that of cities representing different regions in North America. In each city, look online for hotels with toll-free phone numbers. “Toll free” means that there is no cost in calling these numbers. You can dial these numbers for free from your classroom computer using free software such as Skype. In North America, telephone numbers that begin with “1-800-” or “1-866-” or “1-888” are toll-free.

Assign one hotel with a toll-free number to each student or group of students.
If possible, students should prepare for their phone call by looking at the website of the hotel they will be calling. The goal of this exercise is to gather information about the hotel.

The following are some sample questions. Students may use these questions or change them as necessary and they should invent other questions based on specific information they learn about the hotel from its website.

- I wanted to know how much a room for two people costs per night.
- How many beds are in the room?
- Does the hotel have a gym for guests?
- Do you offer shuttle service to and from the airport? (Students should know the name of the airport if they intend to ask this question.)
- What time is checkout?

At the end of the conversation, the student should thank the receptionist for his or her time and say that they will get back to him or her when they are ready to make a reservation.

Finish this activity by having students individually or in groups describe to the class the hotel that they investigated. They should mention where it is located, how much it costs and mention a few things that the hotel does or does not offer.
Phrasal verbs, sometimes known as two word verbs, are common in the English language. The following is a list of some of the most common phrasal verbs.

<table>
<thead>
<tr>
<th>Phrasal Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask for</td>
<td>request, seek information</td>
</tr>
<tr>
<td>call up</td>
<td>telephone</td>
</tr>
<tr>
<td>fall down</td>
<td>collapse, drop from a higher to lower position</td>
</tr>
<tr>
<td>get up</td>
<td>arise from bed</td>
</tr>
<tr>
<td>keep on</td>
<td>continue</td>
</tr>
<tr>
<td>look at</td>
<td>focus on something visually</td>
</tr>
<tr>
<td>set up</td>
<td>arrange</td>
</tr>
<tr>
<td>stand for</td>
<td>represent</td>
</tr>
<tr>
<td>turn on</td>
<td>start a machine</td>
</tr>
<tr>
<td>beat up</td>
<td>assault, attack, act violently</td>
</tr>
<tr>
<td>get on</td>
<td>enter a bus, train</td>
</tr>
<tr>
<td>hold on</td>
<td>grasp</td>
</tr>
<tr>
<td>plan on</td>
<td>expect</td>
</tr>
<tr>
<td>run away</td>
<td>escape</td>
</tr>
<tr>
<td>sign up</td>
<td>register</td>
</tr>
<tr>
<td>calm down</td>
<td>relax, reduce stress</td>
</tr>
<tr>
<td>come over</td>
<td>come to where I am</td>
</tr>
<tr>
<td>keep away</td>
<td>stay at a distance</td>
</tr>
<tr>
<td>run over</td>
<td>drive over something with a vehicle</td>
</tr>
<tr>
<td>sit up</td>
<td>have good posture when sitting</td>
</tr>
<tr>
<td>talk with</td>
<td>discuss an issue with someone</td>
</tr>
<tr>
<td>turn in</td>
<td>submit</td>
</tr>
</tbody>
</table>

When teaching phrasal verbs, do not spend time unnecessarily explaining the difference between transitive and intransitive phrasal verbs. The more they see, hear, and use these verbs, students will become comfortable using them correctly.

Exercises like those found in the workbook get students to identify and use phrasal verbs in context. To complete these exercises, it is not necessary for them to be thinking about which ones are transitive or intransitive.

What is important is that they become familiar with the usage of these verbs by seeing and hearing them correctly used in different settings.
Fourth Unit

Lesson 4

DO YOU OFFER SHUTTLE SERVICE TO THE AIRPORT?

Methodology

Motivation

In this lesson, students will look at different travel brochures, vacation guides and tour itineraries. This will provide opportunities to practice vocabulary related to means of transportation, departure and arrival times and destinations.

Students will investigate tourist attractions for a determined vacation spot. These should include landmarks and important points of reference for the visitor. They will write an essay about a vacation spot in which they will address not only tourist attractions but also logistical concerns.

In-class activities designed to get students to share information related to the material in this lesson will reinforce new vocabulary and will strengthen their listening abilities.

Methodological guidelines

After students read and listen to the conversation at the beginning of this lesson, have them work in pair to practice the conversation out loud. This conversation talks about making a reservation for a cruise.

There are many other means of transportation that serve people going on vacation. The vocabulary list on page 174 gives example of means of travel for long distances such as by ferry, helicopter, and plane. It also gives examples of ways for travelers to find transportation for shorter distances such as on with a bike or scooter rental.

After students review these vocabulary words in class, they should complete the related activity.

Before having students begin the Time to read section on page 175, you might want to mention the importance of reading the fine print.

When companies offer products and services, there are often things that that have to tell the consumer. Sometimes, they would prefer that the consumer not focus his or her attention on warnings or services that are not included. When warnings, and limitations on service and other important details are noted in very small writing, this is called the fine print.

The flier for the 3 night cruise in the Bahamas has some fine print at the bottom. After students read the flier carefully to see what is offered on the cruise, you may want to ask them a few questions about the fine print. The following are some examples:

Which of the items not included in the package are things that you would expect to be free on a vacation cruise?

Is this a complete list of all the items that are not included in the price of the cruise?
Escorted or guided tours, which are described on page 177 of the text, are some of the ways that tourists can be introduced to new places. Local guides trained to lead tours are especially knowledgeable about the local history, customs, and traditions.

In recent years, tourism has increasingly been viewed as an important part of the Salvadoran economy and a source of future growth. Some of the factors that can determine whether a location has potential as an attractive tourist destination include: natural beauty, historical importance, and the production of artisan goods.

Regions of the country have been identified as tourist attractions because of their natural beauty include Lake Coatepeque, El Pital, and Apaneca. You may want to ask you students:

What sorts of activities would a tour guide do in these places?

Possible answers may include taking a boat ride around the lake, hiking to the tallest point in El Salvador and visiting organic coffee farms and production facilities.

Some of the destinations in El Salvador identified as artisan centers include San Sebastián, Ilobasco and La Palma. They are famous for textiles, pottery, etc. Other places are known for their outdoor activities, historical importance, etc.

You can get your students thinking about where different attractions are by asking some of the following questions:

- What places in El Salvador are famous for textiles?
- What places in El Salvador are famous for pottery?
- What places in El Salvador are famous for surfing?
- What places in El Salvador are famous for hiking?
- What places in El Salvador have famous festivals?

In all of these examples, visitors with little knowledge of the country could use the services of a tour guide. It is worth mentioning that one of the most important skills of a successful guide is to be able to communicate effectively with the people he or she is leading.

For the Hands on! activity in this lesson, students are asked to write a 300 word essay. This is a long assignment and students should be given adequate time to complete a well written essay.

In order to keep students from feeling overwhelmed, it is important to break up the assignment into sections. Plan on having the students finish this assignment as they near the end of lesson five in this unit.

Students should begin by reviewing the work they did on the Hands on! activity in lesson two of this unit. Here they should have chosen an English speaking country, identified a place or region in that country to write about, and found specific information about hotels and tourist attractions.
If they have not already done so, have your students arrange the information they have gathered into useful categories. This can serve as the first assignment related to the 300 word essay. Useful categories can include:

- Lodging
- Tourist Attractions
- Local Foods
- Transportation (ways to arrive at this destination)
- Cultural Festivals, Traditions, etc.

As a second assignment, students should prepare their introductory paragraph. A good way to begin is by answering the question:

What is the most important thing I want to say about this place?

The answer to that question could serve as an attention grabbing first sentence to the essay.

The rest of the introductory paragraph should briefly mention some of the highlights from each of the categories listed above that the student feels are important to mention about this destination. Remember that the goal of the introductory paragraph is not to give an exhaustive account of the options and attractions available but rather to capture the reader’s attention. More detailed information will be presented in the body of the essay.

In the body of the essay, students will go into greater detail about the different aspects of the place they have researched. One of the challenges will be for the students to take the information that they have in lists about topics such as lodging, cultural activities, etc. and turn it into prose.

They should begin by breaking down their lists into smaller groups. For example, in the category of local foods, they should be aware of which foods are main dishes and which foods are eaten as snacks or between meals. In this way, students could group together important local food. This will help students be able to organize their writing.

The same idea should be applied to the other topics such as lodging, attractions, festivals, traditions, etc. Each of these categories could possibly afford its own paragraph within the body of the essay. If, however, the student finds one particular aspect particularly interesting, it could become the focus of the essay. In such a case, it may not be necessary for each essay to cover all of the topics mentioned above.

When organizing and writing the body of the essay, it is important to maintain a logical flow from one paragraph to another. For example, a section on specific places to visit may be quite reasonably followed by a section on transportation. On the other hand, a paragraph about traditional foods may follow or lead into a discussion about local customs around eating, or foods related to certain festivals or times of the year.

Composing the body of the essay may prove to be the most challenging for the students. The more that you, as the teacher, are able to break this work down into component pieces, the easier it will be for the students to make progress.
As always, the final paragraph should touch on some of the most important topics of the essay. It should reiterate the main idea and end with a strong sentence. If the opening statement was the answer to the question: What is the most important thing I want to say about this place? The final line in the essay could be the answer to the question:

What is the most important thing I want the reader to remember about this place?

In the Language in use section on page 178, students are asked to look at four different ways of expressing uncertainty. For students who prefer a more visual explanation of these terms, you may want to copy the following diagram onto the chalkboard or whiteboard in your classroom.

![Diagram of More Doubtful and More Certain]

There are several things about these terms that should be explained.

For example, the term be going to is used in the present tense to describe a future event. In his case you will conjugate to be.

- They are going to get married in July.

When the term will is used alone, it expresses a great deal of certainty about a future event.

- She will wear a white dress.

When will is used with probably, it expresses some certainty but allows for doubt. This also refers to a future event.

- I will probably be too busy to see you tonight.

May and maybe can both be used to describe the probability of an event in the past, present, or future. These two words are used differently within a sentence. One of these differences is the position of the word with respect to the subject.

May always comes after the subject. (Unless you are asking a question!) For example:

- We may see a movie tonight.

Maybe always comes before the subject.

- Maybe we will see a movie tonight.
Fourth Unit

Lesson 5

WOULD YOU RECOMMEND THAT OTHERS VACATION THERE?

Methodology

Motivation
In this lesson, students will consider some of the important things you might want to consider before going on a vacation. They will hear conversations about things gone wrong and sharing of advice about what to bring on a trip.

Readings will also look at things that can go wrong when traveling and ways that you can be prepared when traveling with kids. These will provide ample opportunity to solicit thoughts from students about what they consider basic necessities for traveling.

Students should also be encouraged to describe their own travel stories and anecdotes. They may have some good advice of their own that they can share with the class. It is likely that some of these stories will come with a warning.

Some warnings and ways to express prohibition will be looked at toward the end of the lesson. A review of this section will be useful when are formulating ways to advise against something.

Methodological guidelines
The main piece of advice from the Conversation and more section on page 181 of the text is that you should understand a hotel’s policies before you book a room. This is mentioned on the following page in the Don’t forget! vignette.

This concept should not be limited to booking a hotel room and should be widely applied. It is another way of saying ‘read the fine print’, a concept mentioned in the previous lesson.

You can ask students to share some of their own experiences in which they or others did not read the fine print. Or, in other words, they did not know all of the conditions or details about a product or service before spending their money on it. The following are some sample questions to generate discussion about this topic:

Do you know anyone who bought a vacation package and then discovered that it was not what they thought it was?

Have you ever paid for a reservation and then tried to change the date of the reservation? Were you able to?

Research is an important part of planning anything in which you will invest time and money. Knowing the policies and the fine print of the things you are buying is important so that there are no surprises.
The What for? section on page 184 states that research is the most important thing to do when planning your vacation. This is a good way to avoid surprises and to have your entire schedule planned and ready once you start your trip. But this might not be for everybody. Ask your students about their own style for traveling.

When they travel, do they like to have everything well researched and planned before they go?

Do they like to find their way once they arrive at a destination?

How would a single 20 year-old plan differently for a vacation than a couple in their 30s traveling with children?

In order to successfully complete the Hands on! activity described in the previous lesson, you will need to conduct ongoing activities related to the writing and editing of their 300 word essay. Supposing that the students have completed the first draft of their essay, it is time to help them with the editing process.

Begin by looking at the organization of the draft of the essay that they have. The goal here is to help the students organize the flow of their thoughts. The essay should be cohesive and one topic should lead to another. Two seemingly unrelated topics can be joined by linking material. This may be a phrase that helps the reader transition from one topic to another within the body of the essay.

At this stage, you may not want the students to get too focused on the grammar or spelling errors that they will likely have. Once the student has done any necessary reorganization of their work, made clarifications and the possible addition of linking material, they are then ready to do some of the finer editing. Editing and proofreading of grammar, spelling, as well as the identification of homonyms will be in discussed in greater detail in unit five of this text.

The vocabulary list on page 185 of the text contains items you might need to have if you take a trip. Some of these items are only useful for certain people and certain types of travel. The following questions will get students to categorize the vocabulary listed in the text.

Which of these items are not necessary if you are traveling within your own country?

Which of these items are important to bring on a trip to the beach?

Are there any items from this list that you have never had with you when you went on a trip?

The Language in use section at the end of this lesson deals with prohibition and advising for and against something. Since students have completed exercises in this lesson regarding advice and warnings, this section should be a review.
Procedures and Methodology for Hands on!

Summary
The Hands on! activities in this unit require students to use vocabulary related to international tourism. They will begin by writing a travel brochure about the area in which they live. In this activity they will be applying vocabulary related to lodging, transportation, dining and outdoor activities to an area in which they are familiar.

Students will later choose an English speaking country to investigate. They will study both the tourist attraction and the logistical concerns for visitors to that country. Students also will practice making hotel reservations and asking for information.

Using the information that they have gathered, students will write a 300 word essay about the place they have been investigating. During the writing process, the teacher should give special attention to the organizational aspect of composing a coherent essay. There will be opportunities to work in detail of the editing process in the next unit.

Once students have organized their thoughts and finished their essays, they will be ready for the final project in this unit. The project will be to present their work to the class in the form of an oral presentation.

Concepts
While working on their essay during lessons four and five of this unit, students spent time on the form of the essay. Part of the goal of this project is to practice making a cohesive paper in which one idea flows into the next in a logical sequence. An oral presentation should be no different.

When preparing their presentation, use the guidelines mentioned in the development section on page 191 of the text. It suggests that students begin by making an outline of the most important points that they want to make. These main points should be drawn from the essay but the material presented need not but strictly limited to that which was presented in the paper.

Unusual facts and or anecdotes which may not have been presented in the essay could work very well as an attention grabbing introduction to the oral presentation.

Given the short amount of time that each student will be allocated for this presentation, focusing on a specific theme will, in most cases, be more effective than a complete recounting of all the major points of the essay.

In preparing the essay, students may have covered a wide variety of topics related to the theme of international tourism. The three to five minute oral presentation should not be a reading of their essay and it need not be a summary of the entire work. For the oral presentation at the end of this unit, some students may wish to focus of one or a few aspects of their essay.
For example, a certain city within the English speaking country that was studied may have many historical landmarks. Describing the places that could be visited by a visitor interested specifically in history could easily be the basis for an entire presentation. Other important focuses could be food and dining, adventure tourism, and eco-tourism. It is up to the student to determine what he or she thinks is the most important or interesting topic to share with the class.

In order to be comfortable speaking, you need to be comfortable with the topic. Since students will be drawing from material covered in their essays, they should already be quite familiar with the topic they are speaking about. If, however, in their oral presentation they will cover a certain topic in greater detail than it was covered in the essay, they should familiarize themselves with these additional details.

Paper or note cards should be used as reminders but students should not plan on reading in front of the class. A successful oral presentation is not about reading information. It is about telling a good story. If the student can maintain the outlines of what it is they want to say, they will be able to speak without relying too heavily on prepared material.

Students should practice their presentation out loud. Practicing on their own will be very helpful because you become acutely aware of your doubts about the pronunciation of certain words when you actually set out to speak them. If time allows, students will find it helpful to work in pairs to practice their oral presentations. In such an activity, the listener should give the speaker detailed feedback regarding the clarity and organization of the presentation as well as comments on important public speaking skills such as eye contact, speaking with a strong, clear voice, etc.

At this stage of the students’ learning, the goal is successful oral communication. This does not mean flawless speech. Students should indeed practice their pronunciation skills by repeating material heard on the CDs and through in-class activities. They should, however, be aware that pronunciation errors are common, even among advanced speakers of a second language.

It is important that you help the students set reasonable expectations for both themselves and each other. In this case, a reasonable expectation is that they can convey important information about an international tourist destination through speech.

Listening is sometimes more difficult than speaking. While other students are listening to the oral presentations, they should be paying attention. This can be tiring but it is also a very important part of the language acquisition process. Keep your students on their toes by asking a few in between presentations. You will quickly see who is and who is not listening. You may also see which oral presentations best captured the attention of the class and were most effective in communicating ideas.
Unit 5
The Environment Around The World

Unit concepts
In this unit, students will look at a wide variety of topics related to health matters and environmental issues. Many of the reading, listening, and speaking activities will involve identifying problems related to health or the environment.

Students will be asked to identify cause and effect relationships that result in health matters and environmental problems. Once they are able to identify causes, students will be asked to articulate solutions using persuasive language and correct grammatical structure.

Students will finish this unit with a three hundred word essay about an environmental problem for which they will propose a solution. Here they will practice constructing a compelling argument through the use of persuasive language and an exploration of the cause and effect relationships behind the problem in question.

Grammar
Grammar to be covered in this unit includes infinitive clauses and phrases. Many of these infinitive clauses and phrases will be used to make direct or indirect recommendations. For example, “it is important to reduce waste”.

Students will also review the use of the passive voice, especially in connection with ways that the environment has been affected by human activity.

In this unit, students will learn the difference between finished and unfinished continuous actions. For this, they will review the grammatical construction using the present perfect and the present perfect continuous. They will also contrast the difference between the use of “for” and “since” with continuous actions.

Vocabulary
Vocabulary in this unit will focus on health matters and environmental problems. Topics covered include oil spills, global warming, pollutants and their effects on human health. Students will increasingly be asked to construct arguments and provide sound reasoning to back up their ideas and opinions.

When reading and listening, students should be encouraged to acquire new vocabulary by inferring the meaning through context. When students are writing, they will discover that they need to look up certain key words in the dictionary. For that reason, it is recommended that all students have access to an inexpensive Spanish-English dictionary.

Every day English
Pre-reading strategies will be covered explicitly in lesson 4. But as the teacher, you can prepare students for all the readings in the textbook by activating their existing knowledge about the topic. Pre-reading discussions are very helpful, especially when they include vocabulary that will appear in the reading.

Themes that will be addressed in this unit include the effects of irresponsible versus responsible human actions on the environment and the importance of respecting nature.
Lesson 1

IS RECYCLING REALLY HELPFUL?

Methodology

Motivation
In this lesson, students will look at topics related to limiting waste and reducing pollution. Specific examples include the problem of wood smoke in the home, volunteer cleanup projects, composting, recycling, and flooding due to wetland destruction.

It is important to make the topics relevant to the students. This can be done by making connections between the themes covered in the text and the real life issues in your community or school district. Get students to share their own opinions by asking them to share their own impressions on the readings in the text.

Spend extra time on those topics that resonate most with your students. When students have first hand experience with one of the topics discussed, you should encourage them to share their experiences.

Methodological guidelines
Before students listen to the conversation on page 195 and practice it in pairs, introduce the topic of community clean up projects.

Has there been a project in your area where a group of people volunteered to clean up a common area?

If so, ask the students what was cleaned up and who participated.

What common areas in their community would benefit from a clean up project?

When students begin making a list of things in their home that they reuse, this can include recycled items that they use on a regular basis. Encourage them to come up with items that others may not have considered.

Recycling should be seen as good for the environment. People who recycle are resourceful and are limiting the amount of trash they reduce. Encourage the point of view that recycling old items is a positive thing.

Activity 4 from the text can be completed as an in-class activity. For large classes, it is best for students to work in groups.

Have the students answer the four questions in a small group. They should exchange information about ways that materials can be recycled in their area and share their own experiences.

One person from each group should collect and write down the answers to each of the questions. Another person from the group should report their results to the class.

Throughout this unit, try to use the infinitive when addressing the class. Make suggestions, recommendations and assign work to the class using the infinitive for whenever possible. The following are some examples:
For this activity, you will need to...
It is a good idea to...
I suggest that you try to...
In order to... you have to...

Introduce the conversation on page 198 by discussing the following topics:
Weather: What is the weather like where you live? Is this a hot part of the country?
How has the weather in this area changed over time?
Microclimate: Is your house very hot? What are some ways to reduce the temperature of your home?

After students complete the conversation and the related activity, ask the following questions:
What is a compost pile?
Why would adding compost help trees grow faster?
Who here has used organic compost?
What items did you add to the compost pile?

Later in this unit, students will be considering cause and effect relationships. Begin to ask questions related to cause and effect to get students used to hearing this vocabulary and using it to establish relationships.

Have students answer the following questions based on the reading. Notice that these are essentially cause and effect questions.
How do wetlands reduce flooding?
How are fish and wildlife affected by the removal of wetlands?
How have wetlands been affected by construction?

For the Hands on! activity in this lesson, students will need to brainstorm different forms of environmental damage or degradation. Remind them that degradation means a reduction in quality or purity. Have students brainstorm on their own. You might want to help students by suggestion that they brainstorm specific examples from such general topics as:
Erosion
Water pollution and contamination
Air quality
Climate change
Biodiversity
Wildlife and marine habitat
The textbook suggests that students write two paragraphs about one item from their list. You may adjust the length to one paragraph or three paragraphs depending on the amount of time you want students to put into this activity. The important thing is that they are able to describe what the problem is, how is caused and how it is affecting peoples’ lives and the environment in general.

Before beginning the listening activity on page 200, prepare the students for the listening by asking questions related to the topics in the listening. The following are some examples:

What part of the body is most affected by pneumonia?
Which people are most at risk of developing respiratory problems?

In Activity 11, you will notice that in the phrases for number 4 and letter E, the words “to” and “too” both appear. Have students review the difference between these common homophones.

After students read the short paragraph in the What for? section on page 200, discuss ways that we are directly affected by the health of the environment around us. The following are some discussion questions:

We have already talked about wood smoke in the home. What are some other factors that make the air we breathe unsafe?
What are some of the possible contaminants that can affect the quality of the food we eat?
How safe is the water that you have at home? Do you treat your water before drinking it? Does your water come from a well, a spring, or are you on a public water system?

Before students read the passage on the last page of this unit, ask them what “incentives” are.

Have them read the passage and them discuss the following questions:

Why do more people recycle aluminum than plastic?
What is the incentive for people in the state of Massachusetts to recycle their aluminum cans? (Answer: They receive 5 cents for each can.)
Where does the trash from our municipality go?
Fifth Unit

Lesson 2

HOW MUCH DAMAGE DO OIL SPILLS CAUSE?

Methodology

Motivation
In this lesson, students will continue to discuss topics related to pollution and the environment. Specific topics include water pollution, damage to marine ecosystems and efforts to limit climate change. In these examples, the effects of pollution are felt by people who may live far away from the source of the contamination.

In this lesson, students will review correct use of the passive voice. Students will review what they learned about the passive voice in previous units and will look at when it is most useful to use the passive voice and when it should be avoided.

Proofreading your own writing and the writing of others is an important skill that will be covered in this lesson. While editing your own work will not be new to any of the students, the proofreading checklist reviews the most important things to look for when proofreading.

Methodological guidelines
Before listening to the conversation at the beginning of lesson two, have students read through the conversation and identify the vocabulary words that are new to them. Ask one student for an example of one of the words that she or he does not know. Then, encourage her or him to figure out the definition from the context.

One example might be the word “planting”. In this case you might ask questions like:
How does grass keep dirt from washing away?
Why do they plant grass in lines to prevent erosion?
What does it mean to “plant grass”?

Once students have successfully defined the new vocabulary from the conversation, they should listen to the recording and then practice it in pairs.

Before students read the Time to read section on page 204, they should look at Activity 2. Remind students that “scanning” means to look for specific words or information. Students should begin by scanning the article for examples of wildlife in Prince William Sound. This does not mean that they will carefully read the article, just “scan” it for names of animals. Students should answer the rest of the questions in Activity 2 in a similar way.

Once students have finished Activity 2, then they should be encouraged to reread the entire passage completely about the Exxon Valdez oil spill.
Activity 3 asks students to write a short paragraph about the problems that an oil spill on the Salvadoran coast would cause. Before the students read Activity 3, ask them, “How would we be affected in El Salvador if there were a large oil spill near our beaches?”

Make sure that the students are not writing down the comments made by others. The goal is to discuss the topic and to get the students using vocabulary related to oil spills and environmental disasters. After the discussion, have students read the instructions for Activity 3 and write the first draft in class.

Once students have finished their short paragraphs, ask them to reread them and to make any necessary changes. This is self-editing and will be discussed in detail later in this lesson.

Once they have reread their work, collect them and hold on to them because you can use them for a peer editing activity later in this lesson.

Students studied the passive voice in unit 2 of this text. In this lesson they should briefly review what the passive voice is and then focus on when it is most useful and when it should be voided.

A good way to remind our students about what the passive voice is to have them complete Activity 5. When they are finished, point out that each of the five sentences in the activity are in the passive voice.

Remind them that they are in the passive voice because the subject (the noun at the beginning of the sentence) receives the action from the object (the noun at the end of the sentence).

The first example is:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The air</td>
<td>is being contaminated by</td>
<td>burning fossil fuels.</td>
</tr>
</tbody>
</table>

Look at the rest of the sentences in Activity 5, and have the students observe that the verb is acting on the subject.

Have students rewrite the sentences in Activity 5 so that they are in the active voice. The way the sentences are rewritten may vary to some extent. Here is an example for the first sentence rewritten in the active voice.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burning fossil fuels</td>
<td>is contaminating</td>
<td>the air.</td>
</tr>
</tbody>
</table>

After students rewrite the five sentences in the active voice, ask them:

Does this change the meaning of the sentence? (Answer: No)

The only change is that the reader’s attention is drawn toward “burning fossil fuels” more than toward “the air”. Sentences in the active voice are considered stronger and writers are generally advised to write mostly in the active voice.
The What for? section on page 206 describes some of the ways that the passive voice can be weak and ambiguous. The text mentions the example:

- The river has been contaminated.

This is a complete sentence and there is nothing grammatically wrong with it. What is undesirable is the fact that the cause of the contamination is not identified. This is what is ambiguous about the sentence.

Another problem with the passive voice is that sentences can become unnecessarily long and wordy. In these cases, the active voice is much more concise and straightforward. Consider the following sentences:

- The river has been contaminated by fertilizers.
- Fertilizers have contaminated the river.

Sometimes this ambiguity is important. For example:

- My bike was stolen yesterday.

The fact that the thief is not mentioned is not an omission, rather an indication that her or his identity is unknown.

The example given in the text is also important. The example is:

- The baby was born at 6:00 a.m.

In this example, the focus is simply on the time of the baby’s birth, not the identity of the mother.

There are no firm rules regarding the passive voice, simply general guidelines. The most important thing for the student to understand is that when text and speech should be clear and concise, the active voice is usually the best choice. It is not recommended that you, as the teacher, spend an undue amount of time covering this topic.

The Hands on! activity in this lesson presents students with a proofreading checklist that they can use when editing their own writing or the writing of others. Get students to practice peer editing while using the proofreading checklist by passing out the paragraphs that students wrote for Activity 3 that you collected earlier in this lesson.

The paragraphs should not be passed to their authors but to other students in the class. Have students go through each of the eight steps in the checklist to edit these short paragraphs. Some of the steps, such as properly punctuating dialogue with quotation marks, may not apply.

Once students finish editing each other’s work from Activity 3 of this lesson, they should look at their writing for the Hands on! activity in the first lesson of this unit. They should carefully reread these two paragraphs about an example of environmental damage or degradation and apply the steps from the proofreading checklist.

Have students read the directions for Activity 7. Ask them the following questions:

Why is it important to identify the cause of the action in these cases?
When a politician says “mistakes were made,” is it clear who is responsible for the “mistakes”?

The answers to Activity 7 may differ slightly from those found in the answer key.

In the Enrich your vocabulary section, students are asked to learn the meaning of new words from the context. Have students write down new vocabulary words that they come across while reading the passage.

After they finish reading, they should go back and try to identify each word from the context. Have them write down what they think is the likely definition, even if they are not sure. When they have finished, allow the students to look up these words in the dictionary to compare their definitions with those in the dictionary.

Students should feel that they were successful in this exercise if their definition is remotely similar to that in the dictionary. Having an idea of the correct meaning of the word is what is important to learning new vocabulary from context. It is not necessary to be able to provide the exact dictionary definition.

In the Time to read section on page 208, there are two contrasting passages. After skimming the first reading, they should know more or less what the reading is about. When completing Activity 10, students should easily be able to eliminate the first two choices. They may need to take a closer look at the reading to determine if choices 3 or 4 best summarize the passage.

In order to complete Activity 11, have students skim the second reading and answer the first question of the activity in their own words. Before completing the following questions in Activity 11, have students carefully reread both passages.

Remind students that skimming is a useful tool when all you are looking for is a general idea of a reading. Many people skim magazine or newspaper articles. Skimming can help a researcher look over a large amount of documents and set aside those that she or he wishes to look at more carefully.

Have students read the passage about the “green revolution”. After they complete the reading, explain that this is known as the “green revolution” because it deals with plants and not because it is good for the environment.

Have students compare and contrast the information found in this passage with the second reading on page 208 of the text. Ask students the following questions:

How has the green revolution prevented the predictions that Paul Ehrlich made in 1968 from happening? (Answer: it has increased food production substantially)

What kinds of agricultural products helped made the green revolution possible? (Answer: improved crop varieties, fertilizers, pesticides)
Fifth Unit

Lesson 3

HOW IS GLOBAL WARMING AFFECTING US?

Methodology

Motivation

In this unit, students will practice speaking and writing with correct use of the present perfect and the present perfect continuous forms. They will use these forms when describing finished and unfinished continuous actions.

Throughout this text, students have been exposed to finished and unfinished actions. In this section, they will consider the grammatical construction and the appropriate use of these forms.

Also, in this lesson students will practice distinguishing between actions that have occurred for a period of time and actions that have occurred since a point of time. It is important to know the difference between “for” and “since” when describing continuous actions.

Methodological guidelines

After students listen to, read, and practice the conversation at the beginning of lesson 3, ask them to share their own opinions about fuel efficient cars. Here are some sample questions:

Would you rather have a small car with a fuel efficient 1.0 liter engine or a powerful car with a gas guzzling 2.0 liter engine?

What is driving a pickup a necessity and when is driving a pickup a luxury?

When the price of gasoline rises, how does that affect kinds of cars that people buy?

In this lesson, students will be asked many times to choose between “for” and “since”. Any in-class activities that get students talking about how long something has happened or when something started will provide students an opportunity to practice using “for” and “since”. The following questions are some examples that can be used to solicit answers that include “for” or “since”.

How long has it been since you went to the supermarket?

When was the last time you saw your mother?

How long has it been since you watched a good movie?

On page 213, students will read a short passage and complete an activity related to two charts. When students have finished the activity, get them thinking about what these two charts on page 213 tell us and what they do not.

The goal is to get students to absorb facts related concern over climate change and country’s greenhouse gas emissions and also to think critically about those facts. The following activity puts the two charts in the textbook into perspective.
Begin by asking what these charts tell us. Ask the five questions from the text to individual students in the class to refresh their memories.

The final question points out that China has four times as many people as the United States but produces about the same amount of CO2 and asks: “Which country produces more CO2 per person?” The students should identify the United States as producing more CO2 per person than China. Explain to the students that “per capita” means the same as “per person”.

Pass out copies of the chart below, “Carbon dioxide emissions per capita in 2006”. Ask the students to look at the chart and ask them:

Carbon Dioxide Emissions Per Capita (in metric tons)

<table>
<thead>
<tr>
<th>Country</th>
<th>Emissions (metric tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>19.0</td>
</tr>
<tr>
<td>Russia</td>
<td>10.9</td>
</tr>
<tr>
<td>Japan</td>
<td>10.1</td>
</tr>
<tr>
<td>Spain</td>
<td>8.0</td>
</tr>
<tr>
<td>China</td>
<td>4.6</td>
</tr>
<tr>
<td>India</td>
<td>1.3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0.9</td>
</tr>
</tbody>
</table>


Which of the country on the chart has the lowest carbon dioxide emissions per person?

How many metric tons of CO2 were emitted per person in the United States in 1996?

In the survey that studied peoples’ concern about global warming, Japan and India were the most concerned. These countries also produce about the same amount of CO2. Do both of these countries have low emissions of CO2 per person?

Why are India’s emissions per capita so low?

India and China are countries with very large populations. What would happen if all the people in China and India began producing as much CO2 as the people in the United States, Russia and Japan?

After thoroughly discussing the different facts illustrated in the three charts, have students begin to down some of their thoughts in response to Activity 6.

Before students begin listening to the recordings for Activity 7, remind students that when listening to English they should try to get the main idea. They do not necessarily need to understand every word.

Have the students listen to the first track two times and then answer the first question of the activity. Then, they should listen to the second track two times and answer the second question and so forth.
Have the students read the passage on page 214 of the text that discusses listening in English. The paragraph mentions that “you can often get the notion” of what someone is saying, even if you do not understand every word. Ask the students:

What do you think that “get the notion” means?

If students are unable to come up with the answer themselves, write on the board. When you are listening to someone speaking English, you can often ______ of what they are saying, even if you don’t understand every word.

Ask a student for a possible way to complete this sentence. Possible solutions are: “understand”, “get the idea”, etc.

For the Hands on! activity in this unit, students will need to brainstorm solutions to environmental problem that they wrote about in the first lesson. Have students practice brainstorming with an in-class activity.

The paragraphs below describe the problem of groundwater contamination. Have students read these paragraphs and then brainstorm solutions. As students come up with solutions, write them down on the board. As solutions are mentioned, simple copy them down. Do not disregard or discuss them, just keep the ideas flowing for several minutes.

Ground water contamination occurs when man-made products such as oil, fertilizers, pesticides and heavy metals get into the groundwater. Other sources of groundwater contamination include septic tanks and landfills which can introduce bacteria that can also make groundwater unsafe for human use.

High levels of bacteria in groundwater cause diarrhea and causes many people to be hospitalized every year. Heavy metals such as lead affect the nervous system and cause serious health problems.

If students need help starting to brainstorm, try asking questions such as:

What if you made rules about where people could use agricultural chemicals?

What if factories that were caught polluting were punished?

What if there was more testing done of the safety of the public water supply and the results made public?

When the class finishes brainstorming, instruct them to turn their attention to the paragraphs that they wrote in the first lesson and edited in the second lesson. Have them take out a blank piece of paper and spend one minute brainstorming possible solutions to the problem. Remind them that not all the solutions that they write down need to be good ones, the goal is to get their ideas flowing.

After students complete Activity 9, ask them to compare the sentences they wrote in the active voice with the sentences that were in the passive voice. They might notice that the sentences are a little bit shorter or more “concise”. They are also a bit more direct.
Before students read the Language in use section on page 216 of the text, introduce the idea of finished and unfinished actions. Begin by writing the following two sentences on the board and by asking students to compare them.

1. I have visited my family in Morazán.
2. I have been visiting my family in Morazán.

The following are some questions you can ask the students about these sentences.
Which sentence suggests that the person goes to visit family in Morazán often?
In which sentence is it possible that the person visited family in Morazán only one time?

The first sentence is an example of a finished continuous action. It is a finished action because the visit has already happened. It is continuous because “having visited” continues to be true. The second sentence is an unfinished continuous action because “have been visiting” suggests that the person continues to visit family in Morazán. It is also a continuous action because “has been visiting”.

The present perfect is used to describe finished continuous actions but it can also describe unfinished continuous actions when used with the words “for” or “since”. The following is an example:
- Rick has played soccer since he was a kid.

The example of Activity 11 highlights the difference between a continuous action and an action that is not continuous. The example given in the text, “they met Bethany,” is not continuous because it is something that happened once. When it is rewritten in the present perfect, “they have met Bethany,” it becomes a continuous action because “have met” is a state that is true today and will be true tomorrow.

After students read the passage called “Changing the Chemistry of Our World,” questions such as the following will get them thinking about the implications of the reading:
If 100 tons of CO₂ are released into the atmosphere, how much of that is absorbed by the world’s oceans?
What industries would be affected if there were fewer shellfish on the ocean?
Like rivers, most groundwater travels, where does the majority of groundwater in El Salvador end up?
Fifth Unit

Lesson 4

CAN WE PREVENT NATURAL DISASTERS?

Methodology

Motivation
Prior to this lesson, students have looked at the causes and effects of environmental damage and degradation. In this lesson, students consider cause and effect relationships, especially those related to health problems. Students will practice describing health problems and practice vocabulary related to those environmental pollutants that can affect health.
Throughout this text, it has been suggested that students be prepared for readings by the teacher. In this lesson, students will look at specific pre-reading techniques that they can perform of their own to activate their existing knowledge that they bring with them to a reading.
Also to be covered in this lesson are topics related to natural disasters. Students will analyze the causes and effects behind natural disasters. They will also consider ways to prepare for and to mitigate the effects of these events.

Methodological guidelines
Introduce the conversation at the beginning of this lesson by asking students the following questions:
What kinds of houses get damages the most during an earthquake?
What kinds of constructions are the most earthquake resistant?
After discussing these questions, have students listen to, read, and practice the conversation in pairs. Once students are familiar with the conversation, ask if any of the students know of any houses where the walls have cracked because the foundation was not well built.
The Time to read section on page 220 outlines some basic pre-reading strategies. The first two, brainstorming and vocabulary preview are fairly straightforward. The third item, titled “consider the author,” may require some explanation.
Before reading a book, magazine article, or opinion piece in a newspaper, knowing a little bit about the author can help put the work into context. This is important for critical thinking about the work.
Remind students that pure objectivity is impossible. No author can entirely escape the natural tendency to allow his writing to be influenced by his point of view. When a description of the author’s work is available, it can shed light on her or his own point of view.
When students begin to work on Activity 2, explain that they are looking at the title of a book and a brief description of the author. The first question of the activity asks students to identify any new vocabulary words.
What is the meaning of the words “hypnosis,” “addiction,” and “therapeutic”? Have they ever heard these words in English? Are they cognates?

Encourage the students to identify the meaning of these words through the context. Point out that it is possible to learn new vocabulary simply by reading and considering the context in which new vocabulary words are found.

After students complete the Time to read activity on page 221, ask them the following questions related to the intent of the author of this study:

If a polling agency was paid to conduct a study, would they want the results of the study to be helpful to their client?

The last paragraph mentions that the people surveyed “are not aware of the problems of indoor air quality”. How would this result be useful to a natural products company? Have toxic cleaning products ever make you or one of your family members feel sick? Did you know that indoor air is often more toxic than outdoor air?

After students read the passage entitled “Disaster Risk Reduction,” and complete the related activities, have them brainstorm why following questions:

- Why have there been more natural disasters in the last 50 years? What might be causing the increase?
- What sorts of prevention and preparedness campaigns exist in El Salvador to deal with the possibility of a natural disaster?

About the difference between “effect” and “affect”:

Remember that the word “affect” is primarily used as a verb. This is the major difference from the word “effect”. “To affect” means to change someone or something in any way. For example:

- How will the election affect the future of the country?
- He was deeply affected by the death of his daughter.

The word “effect,” in contrast, is used primarily as a noun. The “effect” usually refers to the result of something. An example of “effect” being used to refer to the result of something would be:

- The election had no major effects on the country.
- One of the effects of his depression is that he lost a lot of weight.

Phenomena are often also referred to as effects, such as the “Doppler effect” or the “greenhouse effect.”
Just based on the title of the reading on page 223, Lead found in women’s accessories, get the students brainstorming what they already know (and what they do not yet know) about the topic of safety of everyday products:

In El Salvador, is there any regulation about what kinds of paints can be used in products like handbags and wallets?
If people knew that certain brand name products might not be safe, would they still buy them?
This article was reported in the Los Angeles Times. If levels of lead were found in products sold in the United States, do you think that there might also be high levels of lead in some of these products that are sold in El Salvador?

The Hands on! activity in this lesson involves writing and introductory paragraph that will serve as the basis for a 300 word essay that the end of the unit. Students should begin by re-reading the paragraphs that they wrote about an example of environmental damage or degradation at the beginning of this unit. They will now write a new paragraph that incorporates the solution to the problem that they wrote about.

Since this will be used as the basis for an essay, it is important that students come up with a strong thesis statement. The thesis statement is the first sentence in an essay and has several functions. The thesis statement should grab the reader’s attention and it should give the reader a clear idea of what the essay is about.

Let’s imagine that we are writing about the problems of lead found in women’s accessories. The following are two examples of possible thesis statements and the beginnings of an introductory paragraph:

The consumer protection laws in the US have failed to protect us from dangerous levels of lead. Improved enforcement of the existing laws would go a long way to eliminating toxic elements from many commonly used products.

Shoppers beware. High prices and brand names do not mean that the products are well made or even safe to use. A recent study found that the paint in some women’s handbags was 90 times higher than the federal standard. More research is needed to help shoppers know which products are safe and which could present a health risk.

As you can see from these two examples, there is no single recipe for making a thesis statement. Students should be encouraged to be creative. What is important is that the openings lines of their essay grab the reader’s attention and give present a good introduction to the problems and solutions to be addressed in the essay.
Lesson 5

ARE WE REALLY CONCERNED ABOUT THE ENVIRONMENT?

Methodology

Motivation

Throughout this unit, students have brainstormed, discussed, written and read about environmental problems. In this final lesson, students will focus on articulating solutions. Certain health problems, such as diabetes, will also be addressed in this lesson. Students with special knowledge or experience with the environmental or health topics covered in this lesson should be encouraged to share with the class.

Many times, solutions to environmental and health safety issues include regulation. We are very familiar with some regulations, such as avoiding dumping motor oil into rivers or driving while intoxicated. In this lesson, students will consider certain examples of environmental regulations and treaties and consider their effects.

Methodological guidelines

After students listen to and read the conversation at the beginning of this lesson, they should practice it in pairs. This topic might be worthy of an in-class discussion, especially if your students live near or visit costal areas. The following are some examples of questions to begin the discussion:

Has anyone here ever seen a sea turtle laying eggs?
How has a growing human population made the harvest of sea turtle eggs unsustainable?
Do you think that the ban on the harvest of sea turtle eggs will help protect the sea turtles?

Prepare students for the listening activity on page 228 by writing the following words and sentences below on the board:

risk, develop, family history, reduce

Smoking increases your ____ of developing lung cancer.
People who are overweight should ____ the amount of foods that they eat.
People with a ____ of diabetes should watch their diet and exercise regularly.
If you avoid smoking, you are less likely to ____ lung cancer.

Once students practice some of the vocabulary that is found in the listening activity, have them listen to the passage about diabetes and complete the related activity.
After students complete the reading about the American conservationist John Muir, have the students share the short paragraphs that they wrote in which they propose ways to protect endangered species and ecosystems in El Salvador.

Before students read the short article about laws requiring new mileage requirements, have students read the Don’t forget! section about skimming. Have them begin by skimming the reading. After skimming the passage, they should be able to answer the question:

What is the main idea of this text?

When students read the directions for Activity 7, they will be asked why dependence on oil is a problem and if tougher fuel standards will help solve this problem. Make sure that the students understand that this is an open ended question.

It may be the case that most or all of the students agree on the answers to these questions. It is also possible that many will disagree. This is ok. What is important is that students make observations and draw conclusion using sound reasoning. And that they are able to express these observations and conclusions in English.

Students should always have access to a Spanish-English dictionary, especially in exercises requiring writing. Students will find a dictionary very helpful in finding the right words to express their thoughts.

For speaking or listening activities, using a dictionary is not very practical. In the case of listening, students should try to understand words from context or get the general meaning of what is being said.

In the case of speaking, students should be encouraged to find creative ways of getting their point across, even if it is not entirely correct. Encourage your students by being a forgiving listener. At this level, success is when students are able to express themselves in English. They should not be concerned with making errors while speaking. In impromptu speaking activities, corrections should be given only when necessary.

In reading and especially in writing activities, using a dictionary is very important. There are times when reading in English that it is better for students not to interrupt the flow. Sometimes it is good to get the main idea of an entire passage before looking up individual words. But students should have a dictionary available for those times when they need to know the definition of a key vocabulary word.

For writing activities, a dictionary is even more important. It is often when writing that students realize that they do not know how to express a particular thought or idea. Many of these problems can be solved with a dictionary. For those cases when the difficulty arises not from vocabulary but from grammatical confusion, a dictionary will not be very helpful.

The reading on page 231 outlines the Convention on Biological Diversity that was a result of the 1992 “earth” summit in Rio de Janeiro, Brazil.
Have students skim the reading. Here they should skim the entire document before stopping to look up any words in a dictionary. Have them try to answer the questions in Activity 9 without using their dictionaries. This is to see how well they were able to understand the general ideas and to identify some specific pieces of information though a quick read.

For the last Hands on! activity, students will self edit what they wrote in the last lesson by using the proofreading checklist. When they are done self-editing and satisfied with their work, the writing will be peer edited.

When peer editing, they do not need to use the proofreading checklist. Have students carefully read the paragraph, preferable with a Spanish-English dictionary if available. They should identify any errors in spelling, punctuation or grammar. Also, they should comment on whether or not the writing was clear.

After students listen to and complete the activity related to the conversation on page 232 about the relationship between and groundwater, ask you students for their own input on this topic. The following questions can be asked of individuals during class or completed as a written activity:

Have you ever seen the effects that deforestation has on temperature and the groundwater?
What have you observed from examples of deforestation in your area?
Do you know of any areas that have improved after being reforested?
What are some ways of increasing the amount of water that enters the soil for areas that do not have trees?

Activities 11 and 12 on page 233 deal with the topic of urban forestry. Ask your students if they agree with the listening passage. Do trees provide the benefits that are listen in the paragraph? Do you think that people in cities become emotionally attached to the trees in their communities?

After reading the passage about the park Montecristo, at the end of this lesson, ask the students the following questions:

In which department of El Salvador is the park located?
Why do you think that it is important to maintain these natural areas?
Where are there small areas of natural forest in our community that should be preserved for the future?
Summary

The Hands on! activities in this unit should prepare the students to write a 300 word essay about an example of environmental damage or degradation and propose a solution to the problem.

Many of the activities involve brainstorming which is a useful way to record and to organize your ideas. In other activities, students edit their own work as well as the work of others. They will also practice writing strong thesis statements and introductory paragraphs.

The activities leading up to the final project are designed to introduce and remind students of the fundamentals of the writing process. Beginning with brainstorming ideas and continuing with writing, proofreading and editing the Hands on! activities throughout the unit will prepare students to write their 300 word essay.

Concepts

In this unit, students have been asked to think critically. One example of this is in the pre-reading strategies when students are asked to consider the interests and background of the author. In the Hands on! activities in this unit, students have not only discussed examples of ways that our environment is being damage but have also proposed solutions.

Looking for and defending solutions requires critical thinking and the balancing of multiple variables and interests. When students simply identify examples and causes of environmental problems, they use English to describe cause and effect relationships in the present. When they propose solutions, it becomes necessary to forecast likely outcomes and describe their probable effects.

Such abstract topics as forecasting probable results of proposed solutions requires students to some of the more advanced grammatical structures that they have studied in this text. Examples of the grammatical structures include, but are not limited to, contrary-to-fact conditional sentences, and conditional sentences with sequence adverbs.

As students work through the activities leading up to the 300 word essay, it is important that they know that the steps that they are following are not unique to this text. For example, brainstorming is a very useful tool to get ideas down on paper. In this text, students have been exposed to many brainstorming activities. They should take these activities seriously. These techniques are used by professionals as a way to stimulate creative thought and begin the writing process.

The introductory paragraph that students worked on in lesson four should serve as the basis for their essay. In the body of their essay, students will need to develop the ideas that they introduced in their opening paragraph.

Debating is an excellent way for to sharpen an argument. In the body of their writing,
students will need to develop and support their ideas. An in-class activity where students work in pairs or in small groups to constructively debate the topics of their essays will help students to plug any holes that they may have in their arguments.

Begin by having students work in pairs or small groups. One student will start by reading his introductory paragraph. His partner will listen carefully and ask questions about it. The partner’s goal is to help the writer clarify his thoughts and be prepared to answer skeptical comments. The partner asking the questions may play “devil’s advocate” but should do it in a constructive way. The goal of this exercise is not to have an all-out debate.

This activity should give students some more ideas for what they can include in the body of their essay. After completing the activity above, the author will have a better idea of how convincing his argument is. He may even decide to modify his introductory paragraph to take a stronger and perhaps more solid position. A well-written essay should be convincing to the reader.

Remind students that they should research their topic using online resources and refer to the dictionary when necessary. At this point in their studies, students need to be able to study on their own and continue to explore the English language using the skills that they have acquired.

After students complete the first draft of their completed essay, they should hand in their first draft for you to review. At this point, the focus of the revision should be mostly on organization and content. Some students may need to do some major revisions. Detailed revisions on spelling, grammar, etc. should come later.

Once the students have incorporated you suggested changes regarding content and organization, they should review the proofreading process. Have them begin by self-editing and revising their work. Once that is completed, have students work in pairs to peer edit each other’s work.

Have students present a final draft that you will edit once more. This last step is called copyediting. It is the point in the writing process when the work is in its final form and is being reviewed one last time to eliminate any remaining errors. The copyedited version should be printed and handed in as the final project in this course.
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