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

Fundamentación
Presentation of the English Subject
The English Syllabus for the Third Cycle of Basic Education 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 five 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 circumstances with a given degree of accuracy and fluency.

The Communicative Approach
The communicative approach pursues the development of communicative competence. The terms competence and performance became fundamental to Chomsky’s (1965) theory of transformational-generative grammar. Chomsky distinguished between a native speaker’s underlying competence -referring to knowledge of the language, including rules of grammar, vocabulary, and how linguistic elements can be combined to form acceptable sentences- and the individual’s performance- or actual production and comprehension of specific linguistic events.

Competencia de La Asignatura de Ingles (Tercer Ciclo)
General Communicative Competence Level to be Reached by the End of the Third Cycle of Basic Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Wrinting</th>
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</thead>
<tbody>
<tr>
<td>7TH GRADE</td>
<td>Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterance.</td>
<td>Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.</td>
<td>Able occasionally to identify isolated words and/or major phrases when strongly supporte by context.</td>
<td>Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.</td>
</tr>
<tr>
<td>8TH GRADE</td>
<td>Able to understand some short utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics related to basic personal information or the immediate physical setting. Requires long pauses, repetition and/or a slower rate of speech for assimilation.</td>
<td>Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor’s words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.</td>
<td>Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.</td>
<td>Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.</td>
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</tbody>
</table>
Methodological Guidelines

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

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

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.

5. This approach demands that the classroom be a center of interaction between the teacher and the students, and among the students themselves.

6. The classroom must be organized in teams. Of course, this does not mean that work must always be done in 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.

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.

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.

10. Learning strategies are equally important since they contribute to the construction of the English language linguistic system. 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.

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.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Care for equally promoting discourse fluency and accuracy.
13. Address students’ cognitive needs as well affective ones.

14. Create a comfortable, confident and likeable teaching–learning atmosphere.

**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**

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 relationship 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. This competency goals 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 situations.

**Objetivos de la Asignatura de Inglés**

**Séptimo Grado**

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

- Understand vocabulary related to introductions, greetings, names, numbers and courtesy expressions by interacting with peers in order to fulfill basic communication needs.
- Use vocabulary and structures by practicing dialogues in order to describe and locate classroom objects, talk about personal belongings, give and follow classroom commands showing courtesy and respect.
- Use vocabulary related to family ties, age, language, nationalities and physical traits by writing sentences and short paragraphs and engaging in dialogues in order to exchange personal information and describe family members.
- Understand and produce language related to shopping by reading and interacting with peers in order to purchase goods and get acquainted with the role of Customer Service.
- Interpret and use language related to time, habitual actions and entertainment by asking and responding to questions in order to talk about daily routines and leisure time activities.

**Octavo Grado**

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

- Identify vocabulary related to school facilities, personnel, courses, equipment, and activities by listening to texts and peers in order to recognize characteristics of the school environment and develop an attitude of respect and commitment toward it.
- Understand and produce language related to housing, furniture, physical appearance and personality, by interacting with peers, in order to exchange personal information and opinions with respect and courtesy.

- Recognize and produce language related to goods, by interacting with peers, in order to exchange opinions and ideas about their economic and social context.

- Interpret and generate language related to future plans, invitations, requests, expressions of agreement and disagreement by writing texts and listening to oral input in order to exchange ideas in social, cultural or academic situations.

- Recognize and produce language related to healthy life habits by describing activities and giving suggestions in order to exchange opinions about the importance of healthy habits.

Noveno Grado

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

- Recognize and produce language dealing with professional and academic background, plans and invitations, by reading and writing texts, in order to exchange information.

- Generate language by asking for and giving directions in the neighborhood or in a building in order to helpfully communicate with friends and neighbors.

- Comprehend and generate language by describing hometown’s history and attractions, in order to achieve communication and promote cultural identity.

- Understand and articulate discourse by expressing data on food, numbers, prices and shopping in order to communicate and foster good spending habits.

- Produce language related to health problems, feelings, and leisure time activities by describing issues and giving suggestions to communicate ideas and promote good health habits and sound leisure time activities.
## PROPUESTA DE JORNALIZACIÓN DEL AÑO ACADÉMICO

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<th>ACTIVIDAD / MES</th>
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Unit 1  Meeting new people

Unit concepts

This unit introduces the use of the verb “be” in all of its forms in present tense: with the subject pronouns in both affirmative and negative statement forms, Yes/No and Wh- word questions, and short and long answers. At this point, the verb “be” is used in a limited range of topics so that students become familiar with the forms of the present tense of this verb. Students get to practice skills with reading, listening, and writing tasks or activities.

Possessive adjectives, some prepositions of place, and demonstrative pronouns are also presented in a practical and systematical way. Greetings, simple introductions, courtesy expressions, the English alphabet, numbers from 0 to 100, telephone numbers, workplace objects, personal items, colors, possessions, expressions of thanks and common commands at work and home are introduced in context throughout the unit.

Unit one aims to let the students get to know each other and you, and you to get to know them of course! The context of greetings and introductions in different settings allows students to do this and shows them how they can communicate in English in a meaningful way with even quite basic language.

Grammar

The verb “be” in the simple present tense is one of the most used verbs in the English language: am, is and are. The verb “be” is introduced in the singular and plural with the subjects I, you, he, she, it, we and they. The focus is on the positive, negative and on questions with the question words: what, which, where, when, how, who. The question words are introduced through the functions of meeting people and greetings: What’s your name?, How are you?, and talking about workplace objects. Other question words are introduced and reviewed systematically throughout the course.

Possessive adjectives (my, your, his, her, its, our and their) are introduced in the unit with the use of proper names, last names, colors and personal objects. Demonstrative adjectives or pronouns (this, that, these and those) and prepositions of place (in, on, at) are introduced to show where things and objects are located in the workplace.

Vocabulary

A set of key everyday words is introduced, some of which are international words, e.g. printer, camera, pc and laptop. There is an opportunity to extend this basic set via the workplace, home and classroom context.

Everyday English

Numbers 1-100 and -s/es/-ies noun plurals are introduced and practiced. Students must be introduced to the pronunciation of the -s/ -es plural endings: /s/, /z/ and /iz/.

This will be discussed and in the Methodology section of each lesson.
Lesson 1

HOW ARE YOU?

Methodology

Motivation

You should ask students if they know some of the most common greeting expressions used when meeting new people or introducing people and what kind of personal information they should ask and provide. Also ask them to think of the different ways they can meet or introduce themselves to new people according to social settings. That is to say, if they are in a formal or an informal reunion.

Before presenting Activity one, smile, greet the class, and say your name. Hello, I'm (Victor). Point to yourself and make the meaning clear. Invite students to say their own names, including the greetings hi and hello. If you have a very large group, you should ask a few students to say their names and then get students to continue in pairs. Keep this stage as long as students have the opportunity to introduce themselves and each other. Once students have introduced themselves, you should ask them to read the conversation carefully to understand or grasp the main idea of it. Then, play or read the conversation again and ask students to close their books and listen to it carefully.

You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions, and then ask them to compare these answers with other classmates.

Methodological guidelines

Optional activity: Ask students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the different roles of the conversation.

For Activity two, tell students there are several ways of greeting people and the kind of personal information they should provide when meeting new people. Tell them not to provide intimate information all at once. Then, ask students to read, listen to and repeat each expression to get familiar with the vocabulary they will find and practice throughout the lesson.

After that, you can motivate students to read, listen to and practice the conversations provided in this activity. If you are in the tutoring session, divide the class into two groups to take the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.

Before having students read the article, tell them to look at the glossary to get familiar with new words. Then, ask them to read carefully to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know. Persuade them to keep reading to grasp the idea, and at the end they can look up new words. You should also advise them to keep their own vocabulary list to study and practice using their own ideas.
Methodology Guide

Have students read and answer the questions, and have them compare their answers. Motivate students not to look for the key answer before finishing the activity. Remember that you should teach students learning strategies to optimize their own learning so that they will become independent learners.

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles (Ekwensi, Moranski, & Townsend-Sweet, 2006).

For more information look at the following websites:
http://literacy.kent.edu/eureka/strategies/strategies.html
http://www.newhorizons.org/strategies/front_strategies.html

For Activity four, have students read, listen to and answer the questions individually first and then in pairs if they are in the classroom.

In the Conversation and more section, first tell students to carefully read the conversation to understand what it is all about. Second, tell students to look up new vocabulary. Once they have understood the general idea of each conversation, students can go over the questions in Activities five, six and seven to check their comprehension.

If students are in the tutoring session, have them listen to the conversations a couple of times and ask them to answer the questions and compare their answers with other classmates. If there is enough time, ask them to practice the conversation using their own information.

In the Enrich your vocabulary section, ask students to memorize, learn or internalize the different expressions about arrivals and departures when greeting people formally and informally. Then tell students to classify the two conversations without looking back at the tables. If students haven’t learned the different greeting expressions, they should do Activity eight. Otherwise, they will not be able to use these expressions in future activities, tasks and tests.

In the Language in use section, tell students to read and study the information carefully. They should pay attention to the sequence of the elements to make affirmative and negative statements, as well as Yes/No and information questions.

If you have a tutoring session with your students, explain the proper sequence of the different elements that compose a sentence or a question. Explain to the students that the verb forms of “be” in the present tense depend on the subject you are using. That is, show or write on the board the different forms (am, is and are) and the subject pronouns.
You could write a table or diagram on the board to show the elements of a sentence:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb “be” forms</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>fine.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>my friend.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>very well.</td>
</tr>
</tbody>
</table>

For the word order of Yes/No questions:

<table>
<thead>
<tr>
<th>Verb “be” form</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>a student?</td>
</tr>
<tr>
<td>Are</td>
<td>you</td>
<td>fine?</td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td>okay?</td>
</tr>
</tbody>
</table>

Introduce the pronunciation of the contraction forms of verb “be” and the subject pronouns.

<table>
<thead>
<tr>
<th>I’m</th>
<th>It’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re</td>
<td>We’re</td>
</tr>
<tr>
<td>He’s</td>
<td>They’re</td>
</tr>
<tr>
<td>She’s</td>
<td></td>
</tr>
</tbody>
</table>

Pay careful attention to the contraction form of I am not:

Correct: I’m not.
Incorrect: I amn’t.

Go over the pronunciation of the contraction forms of the verb “be” and the question words. Have students listen to and repeat each word out loud. Once students have gotten the idea about how to use all forms of the verb “be”, tell them to complete Activities ten and eleven. After completing the activities, ask students to compare and discuss their answers with other students before looking at the answer key.

Optional activity: Ask students to repeat each statement or question out loud and write original ones.

Before having students complete the conversation in Activity thirteen, tell students to read it carefully to try to guess the missing words. Once they have done this, suggest that they listen to the audio script a couple of times.

In Activity fourteen, first have students read the incomplete statements to get familiar with the exercise so that they can focus on what specific information they have to listen to and grasp.

Before giving possible answers to Activity fifteen, tell students to practice the pronunciation of each statement. Then, tell them to provide possible answers to each expression. Before students go over the self evaluation section, suggest that students review the entire lesson and spend time on activities or sections that they found more difficult. After answering the questions, ask them to check the provided answers. If they fail in answering some questions, suggest that they go over the sections which contain those items and review them more carefully.
Supplementary activities
You can write on the board the following extra activities or you can make copies.

1. Activity

Change the following pairs of words into sentences by using the correct forms of the verb “be” in the simple present tense.

1. you, careful
2. it, warm
3. he, here
4. we, friends
5. they, friendly
6. she, clever
7. we, ready
8. you, happy
9. I, shy
10. they, polite

For example: 1. You are careful. 2. It is warm, etc.

2. Activity

Change positive sentences in Activity 1 into questions.

3. Activity

Change positive sentences in Activity 1 into negative sentences.

4. Activity

Complete the conversation.

A: Hello. My _________ Mary. What’s ________ name?
B: Peter. How _______ you?
A: I’m ______ and you?
B: Ok, _________ you from?
A: ______ from Australia.

Resources

Use the following text so that students can read for comprehension. Ask them several oral or written questions to do at home or at the tutoring session.

Read the text below

My name is Carlos Belis, and I’m a teacher. My address is # 19 Green Street, and my telephone number is 7788-9900. I’m 29 years old, and I’m married. My daughter, Katherine, is two years old. My wife, Betty, is Italian. She is a secretary.
Lesson 2

COULD YOU SPELL YOUR NAME?

Methodology

Motivation
Ask students if they know how to express courtesy in English. Ask them if they know how to say the English alphabet correctly. You should motivate your students to practice the alphabet by spelling their own names or last names.

Methodological guidelines
Before having students practice the conversations, you should tell them to listen to and read the conversations out loud carefully. After that, ask them to say the conversations in pairs.

Have the students repeat each letter of the alphabet out loud several times, and then play the audio so that students can imitate the speaker’s pronunciation.

Before doing these activities, students have to learn or manage the different pronunciations of each letter of the alphabet, both consonants and vowels.

You can write the alphabet on the board and have students repeat it out loud. Erase a couple of letters every time the students repeat them out loud correctly until no letters are left on the board.

If they are in the tutoring session, you can have them compare and discuss their answers, and then ask them to compare their answers with the other students. Ask a couple of them say the alphabet out loud, individually or in pairs. Ask them to spell their names and last names.

For Activity three, you can have students spell their names and last names several times to get familiar with the spelling and pronunciation. Once they have practiced enough, play the audio several times to choose the correct options.

It is recommended to provide students different ways of asking for the spelling of words in English. Have students practice these statements several times, and dictate these questions so that students can practice a writing skill.

In the Time to read section, you should advise students to read the text several times to understand it and take out the principle or main idea of it.

Once the students have the general idea of the text, tell them to do Activity four and suggest that they look at the answers. If they have some wrong answers, tell them to go over the text again to check comprehension.

After that, have students read the conversations carefully to identify or underline the courtesy expressions. Ask them to copy the expressions they find in every conversation into a notebook.
If they are in the tutoring session, ask them to practice the conversations in pairs taking turns. After that, you can ask them to write their own conversations and act them out in front of the class.

In the Conversation and more section, have students read the conversations carefully to understand and get familiar with the vocabulary. Once they have done this, tell them to listen to the conversations twice and do Activities six and seven. After that, play the audio so that students can repeat every line of the conversations out loud for practice.

In the Enrich your vocabulary section, students should read to understand what the paragraph is about. When they finish reading the text, tell them to do Activity four. Insist that they don’t look at the answer key automatically but to try to find the answers by themselves.

Students must keep track of the new vocabulary list for further use or reference and for their own progress.

Another activity is to have students read the conversations to identify and copy all of the courtesy expressions they find in these dialogues. If they are in the tutoring session, they can work in pairs or groups and discuss or share the answers.

Have students work in pairs so that they can take turns working on all of the conversations. If you have time, go over the pronunciation of each line and let students repeat after you.

After they have showed a good management of the conversations and vocabulary, assign them to write two short dialogues to practice courtesy expressions, among other things. You can ask them to perform their original conversations in front of the rest of the class.

In the Conversation and more section, you can begin by having students listen to the conversations with their books closed to check how much they understand about the listening passage. After a couple of times, ask some easy questions about it:

How many people are there in the conversation?
Where are they?

Once they have gotten familiar with these conversations, tell them to answer the questions without looking at the script. When they’re finished, they can read the script to check their answers.
If they are in the classroom, you could have them work in pairs to practice the conversation or pronunciation only.
In the Enrich your vocabulary section, you should tell students to pay close attention to the table of courtesy expressions so that they can keep in mind all of the time for further practice.

You can emphasize which expressions are more commonly used or which ones are more formal or informal. Go over the pronunciation when they have finished reading or have learned each expression. Tell them that they should learn the expressions before doing Activity eight. Otherwise, they will not take advantage of this kind of task, and their learning process will become less successful.

If they are in class, motivate them to practice short dialogues using different kinds of courtesy expressions. If they have problems when pronouncing the expressions correctly, spend some time teaching them how to do it.

Activity nine can be done in pairs to help each other, as well as writing their original dialogues.

In the Language in use section, focus on telling them the importance of being polite when asking other people information, favors, etc. Tell them that if they do not use these kinds of questions properly, they can sound rude.

Give students some time to study and understand each question. You can explain each modal auxiliary in a very basic or simple way so that they have a more clear idea or concept of each one of them.

Modal verbs, also called modal auxiliaries or simply modals, are a type of auxiliary verb or helping verb. English has ten modal verbs:

<table>
<thead>
<tr>
<th>can</th>
<th>could</th>
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<tr>
<td>may</td>
<td>might</td>
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<tr>
<td>shall</td>
<td>should</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>must</td>
<td>ought to</td>
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</tbody>
</table>

Modals express the mood of a verb, such as ability, possibility, necessity, or another condition. They are used with a main verb to form a sentence or a question. Modals are not conjugated, have no tense, and cannot be used without a main verb.

When used with modal verbs (except ought), main verbs always remain in the infinitive without to. In a statement the word order is: subject + modal + main verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Modal</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>can</td>
<td>come</td>
</tr>
<tr>
<td>Mike</td>
<td>should</td>
<td>walk</td>
</tr>
</tbody>
</table>

In questions, the word order changes to: modal + subject + main verb.

**Yes/No questions**

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<thead>
<tr>
<th>Modal</th>
<th>Subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>they</td>
<td>come?</td>
</tr>
<tr>
<td>Should</td>
<td>Mike</td>
<td>drive?</td>
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</tbody>
</table>
**Wh- questions**

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>Modal</th>
<th>Subject</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>can</td>
<td>they</td>
<td>come?</td>
</tr>
<tr>
<td>How</td>
<td>could</td>
<td>he</td>
<td>know?</td>
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</tbody>
</table>

Can
The modal can indicates possibility or ability:
Tom can help you.
Wild animals can be dangerous.
Dining out can be costly.
In questions, the modal can requests permission to do something or to ask about possibilities:
Can I help you?
Can Mike come over for dinner?
Who can answer the next question?
When can we get back the results?

Could
Could indicates possibility or ability in the past:
I could have told you that.
It could have been a disaster.
When I was young, I could run very fast.
Could speculate about future possibilities. In the following examples, could and might are synonymous.
It could / might rain tonight.
That could / might be dangerous.
In Yes/No questions, could speculate about present possibilities:
Could she be the murderer?
Could this be a mistake?
It can also make a request. In these examples could and can are synonymous, but could is more polite.
Could / Can you open your window?
Could / Can you help me move this sofa?
Could indicates an option:
We could go to see a movie.
I could become a doctor.
May and Might
The modals may and might indicate an uncertain future action. These two modals are synonymous.
I may / might go to the park, or I may / might stay home. This may / might be a bad idea.
It may / might rain tonight.
May or can gives instructions or permission.
You may / can now board the airplane.
You may / can begin the exam in ten minutes.
In Yes/No questions that make a request, you can use may or can. May is more polite.
May / Can I see your driver’s license?
May / Can we have some more water, please?
You can might in place of may or can, but this is extremely rare in American English.
May / Can / Might I be of some assistance?
May / Can / Might we offer you a suggestion?

Must
The modal must indicates an obligation.
You must see this movie.
Tom must see a doctor immediately.
Must also indicates an assumption or probability.
My watch must be broken.
He must have done that before moving to Spain.
In Wh- questions, must is an obligation and can be replaced with the modal should. In American English, should is much more common in these types of questions.
When should / must we be there?
Who should / must I talk to?

Should and Ought to
The modals should and ought to indicate an obligation. These two modals are synonymous.
You should / ought to call your mother.
I should / ought to go home now.
When used in questions, should asks if an obligation exists. Ought to is never used in questions in American English.
Should he call her?
Should we pay now?
When should we leave?
What should I wear?
Would
Would followed by like is a polite way of stating a preference.
I would like white wine with my fish.
We would like a room with a view.
In questions, would + subject + like is a polite request for a choice to be made.
Would you like soup or salad with your meal?
Where would you like to eat dinner?
When would Tom like this delivered?
Would can make a request sound more polite.

After explaining some basic tips on how to use modal auxiliaries to express polite questions, have students read the table again and go over the pronunciation and intonations of each request. Now focus on titles people use when addressing others: mister, misses, miss and the abbreviation forms, such as Mr., Mrs., Miss and Ms.

Try to give examples using their own names and last names and review the rules on how to use these titles properly.

Supplementary activities

1. _______ _______ to come to my house for dinner?
   A: Do you like
   B: Would you like
   C: Will you like

2. Are you _______ on Friday evening?
   A: occupied
   B: vacant
   C: free

3. I _______ _______ _______ _______ if you could come along.
   A: would very much like it
   B: would very like it much
   C: will like it very much

4. Shall I bring _______ _______?
   A: a bottle
   B: wine bottles
   C: some wines

Lesson 3

CAN I HAVE YOUR TELEPHONE NUMBER?

Methodology

Motivation
Ask students if they have telephones or cell phones. After that, ask them if they can say their telephone numbers in English. Have students say the numbers they know, and ask if they know how to say one hundred in English. Also, ask them if they know how to show possession and what words are used to express ownership. Finally, ask them if they know how to make a resume in English and the most common sections that it is composed of.

Methodological guidelines
Assign your students to read and study the conversations carefully, and then ask them to answer the questions in Activity one.

If your students are in the classroom, you can have them work in pairs to practice the conversations. Focus on the pronunciation of the telephone numbers and the questions used to ask for phone numbers.

In the Enrich, your vocabulary section, you should tell students to read, learn and study the cardinal numbers from zero to one hundred. Tell them to listen to and repeat each number out loud several times.

After listening to and repeating the numbers, suggest that your students go over Activities two to four to check their learning progress.

In the Enrich, your vocabulary section, tell them to read and study the use of cardinal numbers in everyday life. Then, they can do Activities five and six.

In the Language in use section, introduce the way telephone numbers are said in English. Give a variety of forms and have them compare the way it is done in Spanish so that they can figure out the differences and similarities.

Once students have gotten familiar with the telephone numbers, have them do Activity 8.

At the end of this activity, ask your students to express if they know how to make a resume in Spanish. If not, give them some hints to do it properly.

In the Enrich, your vocabulary section, you should have your students learn some phrases commonly used when answering phone calls.

After that, have students go over the conversation so that students can know how they can use these expressions in context.
To consolidate their learning, have your students write short call phones using a variety of phrases, and then you can call on some volunteers to act out their own work.

In the language in use section, you should tell your students to study the possessive adjectives carefully. You should explain these adjectives when you meet your students in the classroom. Spend some time clarifying any doubts or questions they have and give plenty of examples. Then go over the explanations of the use of the genitive case (’s) to show possession or ownership. Tell your students not to get confused with the abbreviation of the verb “be” and the subject pronouns or any nouns.

Possessive noun rules:

A possessive noun is a noun that names who or what has something. 
Add an apostrophe and -s (’s) to form the possessive of most singular nouns.
Add an apostrophe (’) to form the possessive of plural nouns that end with -s.
Add an apostrophe and -s (’s) to form the possessive of plural nouns that do not end with -s.

Examples:
My name is Rosa. My name’s Rosa. The name of my father – my father’s name

When students get familiar with the usage of the possessive of nouns, have them do Activities twelve and thirteen.

Supplementary activities

Activity

Identify the possessive noun in each sentence. If the noun is singular, write S in the blank beside the number. If it is plural, write P.

1. The clerk put my parents’ luggage on the table.
   A. S
   B. P

2. The attendants’ uniforms are blue and black.
   A. S
   B. P

3. The child’s mother is next to the sofa.
   A. S
   B. P

4. The captain’s voice is not clear.
   A. S
   B. P

5. The attendant’s instructions are in English.
   A. S
   B. P

Lesson 4

IS THAT YOUR NEW LAPTOP?

Methodology

Motivation

Ask students if they know how to say or write the different colors in English. Also ask them to think of the different devices, machines or equipment they use in their workplaces or homes and if they know how to say them in the English language. Finally, ask them if they know how to fill out a job application form.

Methodological guidelines

If your students don’t know how to say or write the names of objects or things they use at work, make them brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the course.

Have your students read the conversation carefully to get familiar with the vocabulary. Then ask your students to do Activity one to check their reading comprehension.

If they are in the tutoring session, motivate them to practice the conversation in pairs. Check mistakes in pronunciation an intonation and provide positive feedback.

Before going over Activity two, tell your students to think about their favorite color or their office walls’ color.

In the Enrich your vocabulary section, you should ask students to learn the pronunciation and the correct spelling of the most common colors in English.

You can dictate or spell different colors so that your students can have enough practice before going over Activity three.

Review the different objects, devices or pieces of equipment that students have in their workplaces or homes. Tell them to make a list of them and write the color of each of item in English.

Do not forget to tell your students that colors are also used as adjectives and that they are most of the time placed before the noun they modify or after certain verbs such as “be”.

Position of adjectives:

There are 2 basic positions for adjectives:

1. before the noun
2. after certain verbs (be, become, get, seem, look, feel, sound, smell, taste)
You should begin teaching students some reading techniques or strategies such as scanning.

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, in italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin. For example, in Activity five you can tell students to look for the correct color of Rosemary's desk.

After that, you should tell the students to apply this technique when necessary and to use any other learning strategy or technique which contributes positively in their own learning process.

If your students are in the tutoring session, have them listen to the conversation carefully in Activity six. Tell them to listen to it several times, and then suggest that they answer the questions without looking at the answer key automatically. Put the students in pairs to practice the conversation by taking turns.

Before students do the activities in the Conversation and more section, ask them if they have ever filled out a job application before. If not, explain the most common parts of an application form. You can even write the parts on the board and clarify any questions or doubts students may have.

You can assign your students to read the Conversation and more section at home. Tell them not to spend too much time looking up new words when studying, reading or practicing the conversations for comprehension. Since the idea of this section is to develop their listening and reading skills, they must focus on comprehension rather than on specific words or phrases they do not know.

After being exposed to the listening section, your students can answer the questions based on the conversations.

You have to anticipate possible problems your students may face by means of teaching or providing them different learning tools to optimize their time and effort.
That’s why it is really important to use the Strategic Teaching and Learning Approach throughout this course so that students can use these strategies either inside or outside of the classroom to become more independent learners.

In Activity eight, you can ask students to listen to and repeat each line of the conversation several times until they think they manage the pronunciation and intonation properly.

In the Language in use section, you shouldn’t spend too much time trying to explain what prepositions are because at this stage students are more concerned about the usage rather than the definition.

What you should do is tell them that there is a classification of prepositions in English and that they will learn and practice them during the course.

Tell your students that there are more than 100 prepositions in English. This is a very small number when you think of the thousands of other words (nouns, verbs etc) there are. Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions of, to and in are among the most frequent words used in English. There are prepositions of place, direction, and time.

Have students read the preposition table and look at the pictures carefully to understand the meaning and the way each preposition is used in context.

After that, suggest that your students go over the conversation and pay attention to the way prepositions are applied on it. Tell your students to answer the questions after comprehending or understanding the complete main idea of the conversation.

Once they have practiced enough, tell them to do Activity nine without looking back at the table of the prepositions until they have finished completing the statements. They can compare their answers with other students before checking the answer key.

In the Language in use section, you should focus on the way the demonstrative pronouns are used. You may provide the definitions of these pronouns if necessary, but do not explain their definition too much.

Have your students read this section carefully either individually or in pairs if they are in the tutoring session. Tell them to pay special attention to the pictures in which these pronouns are used. You can demonstrate the use by pointing things out that are close and distant, and explain the difference between their usage and spelling as well as their pronunciation.

Introduce the following questions so that students can practice asking and answering using demonstrative pronouns:

What is this?
What is that?
What are these?
First Unit

Lesson 5

CAN YOU TURN ON THE PRINTER, PLEASE?

What are those?

Methodology

Motivation
Ask students if they know how to make the plural form of nouns in English or write some words in the singular and plural forms on the floor. Then ask them to identify the singular and plural forms from those words. Also ask them if they know how to give and follow commands using imperatives. Finally, write affirmative and negative sentences with the verb "be" for your students to identify which ones are negative or affirmative.

Methodological guidelines
Before reading the conversation, ask students to make a list of the most common parts of a computer and pieces of equipment that they use with PCs either at work or home. Draw a picture of a computer with all of its hardware components. Ask your students to listen to and read the conversation several times before answering Activity one. If they are in the classroom, ask them to work in pairs to help each other, and have them practice the conversation as well.

The objective of the Language in use section is to introduce to the students the use of imperatives to express commands or instructions in English. Spend some time explaining how to write either affirmative or negative statements in context.

Write some commands or instructions on the board and explain that it is not necessary to write the subject when saying a command or giving instructions.

Once they have learned some basic ideas about imperatives, tell students to look at the pictures and the statements to do Activities two and three. Clarify any doubts that students have and provide some feedback as necessary.

In the Time to read section, ask students to read the article in order to comprehend the text as well as grasp the main idea of the paragraph.

Keep in mind that it is important to find main ideas when reading. Main ideas help readers remember important information. The main idea of a paragraph tells the topic of the paragraph. You can even provide the following question for students to answer after reading a paragraph:

“What is this paragraph about?”

After spending some time reading the article, ask your students to answer the questions individually or in pairs if they are in the classroom; otherwise, tell them to read the text at home several times and ask themselves the above question.
Explain to your students that when giving instructions, people must be polite and use expressions of courtesy.

After that, tell them to listen to the two conversations and decide which one sounds more polite, and identify the words which gave them hints.

Next, tell your students to listen to the conversation in Activity seven to identify the commands and answer the questions. If they are in the tutoring session, put them in pairs to practice the conversation.

Before introducing the new content in the Language in use section, explain to the students that in the English language there are two basic intonation patterns: rising and falling.

You can draw some arrows going up and down, up for rising intonation and down for falling intonation. You can exaggerate the intonation patterns so that students can easily get familiar with the two patterns.

Afterwards, you can have your students study the tables individually for some time. Then put them in pairs so that they can work together to share and compare their ideas.

Once they have discussed or shared their opinions or doubts, ask them to listen to the statements in Activities eight and nine. Then ask them to compare their answers.

As a group, tell them to listen to and repeat each statement to imitate and practice the two intonation patterns. Before introducing the following topic, ask them to tell some singular and plural nouns and check their pronunciations to find out if they are pronouncing the plural ending correctly.

Remember that there are voiceless and voiced sounds in English, and the plural endings will be pronounced depending on these sounds. Pronounce each plural noun carefully, and ask your students to repeat out loud. You can exaggerate the pronunciation when saying the plural endings.

Then ask them to read the table carefully and learn the rules. Advise them to spend some more time learning these spelling rules to make plurals before doing Activities ten, eleven and twelve.

In the next section of Language in use, recall your students' background knowledge about commands. But this time, tell them that they are going to use imperatives to make commands and instructions in English.

Have them read and study the tables showing how to make affirmative and negative statements for several minutes. Then ask them to go over Activities thirteen and fourteen, first individually and then in pairs to compare their answers.

Have your students do Activities fifteen to seventeen at home. Tell them that before doing or developing these activities they should review the entire unit first.

If they are in the tutoring session, have them work in pairs once they have finished doing the activities individually. You can have some students go to the board to say and write the answers and have the class decide if the answers are correct or not.
**Procedures and methodology of Hands on!**

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually and hand them in at the end of every unit.

In unit one, your students are to present the first part of the project called “Filling out a job application form” on computer paper, either hand written or printed. At the end of the unit, your students will be able to fill out the personal information section of a job application. Look at the sample.

**PERSONAL INFORMATION:**

First Name ____________________________________________

Middle Name __________________________________________

Last Name ____________________________________________

Date of Birth __________________________________________

Marital Status __________________________________________

Home Phone Number (____) _____________________________

Cell Phone Number (____) _____________________________

Email Address __________________________________________

Home Address __________________________________________

If you are under age 18, do you have an employment/age certificate?

Yes ____ No ____

If you are an immigrant, do you have a work permit?

Yes ____ No ____

Take advantage of each Hands on! hint throughout unit one, as well as the activities to be solved by your students related to this part of the project (these are called Hands on! 1A to 1E).

In Hands on! 1A, you should tell your students that an application form is composed of different sections, and they always begin with a section containing personal information. Tell your students to begin filling out a sample job application with their names and last names. These samples can be provided by you or they can look for one and bring it to you. Advise your students to use formal English at all times on the application form. Tell them that the application form should be filled out following punctuation, capitalization and grammar rules.

In Hands on! 1B, you should tell your students that when filling out an application form, they should always double check the information they’ve written down and the spelling to make sure it is correct. Remind your students that companies or employers don’t want to hire people who don’t pay attention to details.

It is recommended that you tell your students to look for help when necessary. If they do not know how to write something, they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary.

They can use the following link:

http://www.merriam-webster.com/
In Hands on! 1C, tell your students that in the personal information section of an application form, they have to include ways for the companies to get in contact with them. They have to provide a complete home address with the name of the street or avenue, the number of the house, and the name of the neighborhood.

They also have to include their phone numbers, both house and cell phone numbers. If they do not have a telephone, they can include a friend, relative or neighbor’s phone number to be contacted by. Tell your students that this is really important and necessary for the employer to get in touch with them, in case they are given a job interview. All of these ways of getting in contact with your students for being reached at any time of the day, in case they are chosen as candidates for any position they are applying for.

In Hands on! 1D, you should begin making your students aware of the importance of having an email address. Tell them that emails have grown in popularity over the past few years. Tell them that, nowadays, many companies prefer to send an email rather than make a phone call. Ask them to include it on their application form.

Tell them to get an electronic mail if they don’t have one. They can create their own email account in any internet cafe or Infocentro. They can use somebody else’s email while they get their own.

In Hands on! 1E, you should tell your students to reflect on their own abilities, experiences and competencies related to the job that they are applying for. Tell them that they have to be conscious about their performance in the position they want to work in.

Also tell them to include on their job application forms all of the abilities they possess, the languages they can speak, their age and if they possess a work permit.

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

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

If necessary, provide several ways of filling out the personal information section of a job application form. You can have some samples so that the students can follow them as a guide. When they hand in their projects, ask your students to give a short oral report about their experience in developing this kind of task. Also, have your students present their projects and a short oral report in front of the rest of the class.
Unit 2
We are from El Salvador

Unit concepts
This unit reviews the use of verb “be” in affirmative, negative and interrogative forms in present tense. It also introduces the use of the verb “be” in all its forms in past tense with the subject pronouns in both affirmative and negative statement forms, Yes/No and Wh- word questions. Short and long answers are also practiced. At this point, the past tense forms of the verb “be” are used in a limited range of topics so that students become familiar with the all forms of this verb. Students get skills practice with reading, listening and writing tasks or activities.

This unit introduces the simple present of some regular and irregular verbs with all subject pronouns in statement forms. Wh- word questions and Yes/No questions and short answers are also practiced. At this point the simple present tense is used with a limited range of verbs so that students can get used to the new tense. Also, the genitive case is introduced in context to show possession in a practical and systematical way. Nationalities, countries, and languages in English, numbers from 100 to 200, age, dates, moods, emotions and personality traits, jobs and occupations, family members and ties, plural forms and their spelling pronunciation rules, possessions, expressions of self-identification vocabulary are introduced in context throughout the unit.

Unit one aims to let the students learn how to express information about their family members and themselves, describe them physically and emotionally, and give their nationality, language, and age. Students may also learn more about Salvadoran customs, traditions, values and activities. The context of these topics in different settings allows students to communicate in English in a meaningful way with even quite basic language.

Grammar
The verb “be” in the simple present tense is reviewed: am, is and are. The verb “be” is presented all subjects pronouns (I, you, he, she, it, we and they) and the positive, negative and Wh- question words (what, which, where, when, how, who). These question words are introduced through the topics of nationalities and personality traits: Are you from El Salvador?, What’s your personality like?, Where are you from originally? Other question words are introduced and reviewed systematically throughout the unit.

The auxiliaries “do”, “don’t”, “does” and “doesn’t” are introduced with several regular and irregular verbs. This unit focuses on positive and negative statements and on questions with the question words. These question words are introduced through the topics of jobs and occupations: What do you do?, Do you work?, Where do you work? The possessive form of nouns is called the genitive case: (‘s). This form is used with nouns referring to people, groups of people, countries, and animals and it shows ownership.

Everyday English
Numbers from 100 to 200 are introduced. Students must be introduced to the pronunciation of the ‘s of the genitive case: /s/, /z/ and /iz/. This will be discussed and in the Methodology section of each lesson.
Lesson 1

HOW IS YOUR FAMILY?

Methodology

Motivation
You should ask students if they know what a family, an extended family and a family tree are. Also, ask them to say the names of family members or the relationships of any family. Ask them to tell you some in-law family members of their mothers and fathers. Finally, ask them if they know how to introduce their family members to others in English.

Before introducing lesson one, smile, greet the class, and say your name. Hello, I'm (Miguel). Tell something about your family: the names of your parents, names and numbers of brothers and sisters. Then ask your students about their families: names of fathers, mothers and others.

Methodological guidelines
Once your students have said something about their families, you should ask them to read the conversation in Activity one carefully to understand or grasp the main idea of it. Then, play or read the conversation again and ask students to close their books and listen to it carefully.

You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions and then ask them to compare these with other classmates.

Optional activity: Ask students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the roles of the conversation. Tell students there are several ways of drawing a family tree. Draw a sample of a family tree on the board or present a poster or chart with a family tree.

Ask your students to read the information about family trees provided in the Enrich your vocabulary section.

Have students read and repeat each member of the family tree out loud several times until they get familiar with the pronunciation.

Then, ask students to do Activity two individually. Tell them that they have to complete each space of the family tree with a word from the list provided. After some time, put students in pairs to compare and discuss their answers.

In Activity three, ask your students to read each statement and find the correct word to complete them.

Before having students read the article in the Time to read section, tell them to look at the glossary for getting familiar with new words. Then, ask them to read to understand the main idea of the text. Tell students not to stop every time they find a new word or expression that they do not know.
Persuade them to keep reading to grasp the idea, and at the end they can look up new words. You should advise them to keep their own vocabulary list to study and practice using their own ideas.

Optional activity: Before doing Activity four, you can have students listen to the article, and have them repeat each line out loud to practice pronunciation and intonation patterns. Once they have read the complete article, have your students read and answer the questions and compare their answers. Motivate students not to look at the key answer before finishing the activity.

You can have your students ask and answer each question orally by taking turns. Remember that you should teach students learning strategies to optimize their own learning so that they will become independent learners.

Also, you can assign this activity so that your students can have more time to do it. Tell your students to learn all family relationships first before doing this and other activities.

Assign Activity five and tell them to complete the provided chart with the correct family relationship. Tell them that they are separated by male and female names. For every male family relationship, there is a female one.

In Activity six, have your students put the letters in order to make the words. Tell them that every group of letters stands for a specific family relationship.

In the Conversation and more section, have students read the conversations carefully to understand what the conversations are all about. Then, tell them to read the questions and answer them in pairs. Tell your students to play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversations. If you are in the tutoring session, divide the class into two groups to take the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.

Optional activity: Have students listen to the conversations a couple of times and ask them to answer the questions and compare them with other classmates. If there is enough time, ask them to practice the conversation using their own information.

In Activity eight, have your students answer the questions without looking at the answer key. Then, tell them to read the conversations again to double check their answers.

In the Enrich your vocabulary section, ask students to memorize, learn or internalize the different ideas about genealogy when talking about family history or family trees. Then, tell students to read the article about Rosa’s family carefully. After that, tell your students to read each question to know what to look for.

Tell them to read the article to know what it is about and get familiar with the text. Then, tell them to read it again to answer the questions.

Have them work in pairs to compare and discuss their answers. You can ask the class to answer the questions to check their comprehension.
In Activity nine you can also have them ask and answer the questions orally to practice pronunciation.

In the Language in use section, tell students to read, study, and pay careful attention to the definition and explanation about genitive case.

If you are in the tutoring session with your students, explain the proper use of the genitive case. Explain to the students that the possessive forms of nouns are represented by the use of an apostrophe plus the letter -s (‘s), which are added to the end of each word.

Explain to your students that the pronunciation of the -‘s will depend on the final sound of the nouns: /s/, /z/ and /iz/.

Remember that -‘s is pronounced /z/ after a voiced sound and in pronounced /s/ after a voiceless sound. When people's names end in -s, you can either add an apostrophe or -‘s (Charles' or Charles's) and choose pronunciation accordingly, either /iz/ or /isiz/.

You might need to choose the latter to make the meaning clear.

For example, if you say the sentence:

“My house is older than Mrs. Evans.”

With just /iz/ at the end, you may be saying that your house is older than Mrs. Evans herself or that your house is older than Mrs. Evans’ house! But if you say:

“My house is older than Mrs. Evans’s.”

With /isiz/ at the end, it is clear that you are talking about houses in both cases!

After having the students study the spelling and pronunciation rules of the genitive case, put students in pairs or small groups to go over Activity ten.

You can have your students work individually first, and then have them work in small groups to compare and discuss their answers. They can practice the ending pronunciation.

In Activity eleven, tell your students to read each statement carefully so that they get familiar with the context of the activity. Then, tell them to complete each sentence with the most appropriate word.

Go over the pronunciation of the endings of the genitive case, and have your students listen to and repeat each ending out loud.

After completing Activity twelve, students should compare and discuss their answers with other students before looking at the answer key.

Optional activity: You can ask students to repeat each statement to practice pronunciation.

After answering the questions, ask them to check the provided answers. If they fail in answering some questions, suggest that they go over the sections which contain those items for reviewing them more carefully.
Second Unit

Lesson 2

WHAT DOES YOUR FATHER LOOK LIKE?

Methodology

Motivation
Ask students if they know how to describe people’s physical characteristics in English. Ask them if they know how to say different personality traits, moods, feelings and emotions correctly. You should motivate your students to describe themselves and others. Ask them to use English when expressing personality and physical descriptions.

Methodological guidelines
Before going over the Conversation and more section with the students, you should tell them to listen to and read the conversations out loud carefully to get familiar with the new vocabulary.
I have the students repeat each line of the conversations out loud several times, and then play the audio so that students can imitate the speaker’s pronunciation.
You can write some key words from the conversations on the board and have students repeat them out loud.
If they are in the tutoring session, you can have them work in pairs to practice the conversation by taking turns.
Or you can divide the class into two groups, A and B. These two groups will take turns in both conversations. You can even have some volunteers go to the front to perform the conversations.

In the Enrich your vocabulary section, tell your students that descriptive adjectives are used to describe people’s physical appearances. Tell them that people can be described by their complexion, color of hair, size, height, etc.
Ask your students to look at each picture carefully and read each statement as many times as possible to try to learn these new words which will be used throughout the unit. You can have students listen to and repeat each statement out loud. Insist that your students learn these adjectives so that they can do the following tasks effectively.
Once your students have a good management of these adjectives, have them do Activity one. Tell them to be as objective as possible about their parents’ physical descriptions. Put your students in pairs to compare, help each other, and discuss their statements.

In Activity two, tell your students to try to describe themselves using the provided adjectives.
Optional activity: You can tell your students to write their own descriptions on a piece of paper without writing their names. You can read the descriptions out loud so that the rest of the class can try to identify who the description belongs to or refers to.
In the Time to read section, you should advise students to read the article several times to understand and take out the principle or main idea.

Once the students have the general idea of the text, tell them to do Activity three and suggest that they check the answers. If they have some wrong answers, tell them to go over the text again to check comprehension.

After that, have students listen to the article carefully without reading it. This is done to practice listening comprehension.

Before having students do Activity four, have students review the information provided in the Enrich your vocabulary section to check the proper use of the verb forms “has” and “is”.

Assign your students to do Activity four individually. Encourage them not to look at the answer key automatically.

You can have students work in pairs to help each other or compare their answers.

In the Conversation and more section, have students listen to the conversations carefully to understand and get familiar with the topics.

After a couple of times, have them try to answer the questions in conversation one individually. You can write the questions on the board to avoid having students read the conversation to answer the questions.

Once they have done this, tell them to listen to conversation number two following the same patterns as the conversation one questions. After that, play the audio so that students can repeat every line of the conversations out loud for practice.

Have your students role play the conversation providing their own information. If you have time, have them perform the conversation in front of the class.

Optional activity: You can have your students compare and discuss their answers in Activities six and seven. If they are in the tutoring session, ask them to practice the conversations in pairs taking turns. After that, you can ask them to write their own conversations and act them out in front of the class.

In the Enrich your vocabulary section, tell your students that other adjectives are used to describe people’s feelings and emotions in English. Tell them that people can be described by the way they feel or look.

In this section, have students read and study the first chart about mood and emotion. Tell them to learn and memorize all adjectives from the box.

Have students repeat the information from the chart out loud a couple of times.

Then, tell your students that other adjectives are used to describe people’s personality traits in English. Tell them that people can be described by the way they are or behave.

Tell your students to learn all of these adjectives by heart so that they can apply them in the following exercises properly.

Have students repeat the information from the chart out loud a couple of times.
Then have them do Activity eight individually. Put them in pairs or make small groups so that they can help one another. Insist that your students do not look at the answer key automatically but try finding the answers by themselves.

Students must keep track of the new vocabulary list for further use or reference or for their own progress. Before presenting the grammar section, remind your students about the importance of recognizing the English language structure patterns when forming or structuring statements or questions. Tell your students to keep these patterns in mind at all times because they have to apply and use them throughout the rest of the units.

Have your students read and study table number one carefully. Tell them to pay attention to the order of the elements that compose the question forms as well as the answers. These questions are used to ask for people’s physical appearance.

Tell them to take their time to analyze the structure and the examples because they will use them in the next activities.

You can put your students in pairs to help each other. You can have them listen to and repeat all questions and answers. Then, assign your students to read and study the second table to ask for people’s personality traits.

If they are in the tutoring session, they can work in pairs or groups and discuss or help one another. Tell them not to go over Activity nine if they have not understood and learned the previous table’s information.

Assign this activity individually, and tell them to be careful when answering or writing their answers. If they do not know how to answer, tell your students to review the provided tables. If you are in tutoring session, you can put students in pairs to ask and answer each question by taking turns. Go around and provide as much feedback as possible. Ask some volunteers to perform original conversations using both kinds of questions.

In Activity ten, have your students do this exercise without looking back at the provided tables. Tell them to try to answer each question by themselves.

Once they have concluded this activity, ask them to make small groups to double check and justify their answers.

In Activity eleven, tell your students to listen to and repeat each question out loud several times. Once they have gotten the pronunciation and intonation correct, tell them to answer each question according to their lives.

Then, have students work in pairs so that they can take turns asking and answering each question orally.

If you have time, you can go over the pronunciation of each line and let students repeat after you.

Optional activity: If they are in class, motivate them to practice these questions in short dialogues using different kinds of questions. If they have problems when pronouncing the expressions correctly, spend some time teaching them how to do it.
**Supplementary activities**

**Activity**

Answer the following questions with true information.
Example: Are you taller or shorter than your parents?
I’m taller than my mother, but I’m shorter than my father.

1. Who does your father take after, his mother or his father? How?

2. Do you look more like your father or your mother? How?

3. How many people have dark hair in your family?

4. What famous person do you look like? In what way do you look alike?

**Activity**

Elizabeth is talking to a police officer because her friend got lost in the shopping mall. Read the dialogue and then underline the sentences describing Diego.

A: Can I help you?
B: Yes, please! My name is Elizabeth and my best friend got lost in the shopping mall!
A: Who got lost?
B: One of my friends... Diego Guzman.
A: Can you describe him? What’s Diego like?
B: He’s handsome. He’s fifteen years old. He’s tall and fat.
A: Does he have dark or light hair?
B: He has long, curly, blond hair.
A: What color are his eyes?
B: Green! He has green eyes.

You can have your students read and listen to the conversation. Also, you can have students practice the conversation in pairs, or have students act out the conversation in front of the class. You can also write a couple of questions to check their reading or listening comprehension.

Example:
1. What is Diego’s last name?
Lesson 3
WHERE ARE YOU FROM ORIGINALLY?

Methodology

Motivation
Ask students if they know how to say some names of countries, languages and nationalities in English. After that, ask them if they know how many continents there are in the world. Have your students tell you some countries where the English language is spoken. Also, ask them if they know how many countries there are in America. Finally, ask them if they know how to make a resume in English, as well as the most common sections it is composed of.

Methodological guidelines
Assign your students to read and study the conversations carefully, and then ask them to answer the questions in Activity one. If your students are in the classroom, you can have them work in pairs to practice the conversations. Focus on the pronunciation of the countries and nationalities.
Divide the class into two groups to practice the conversation. Play the audio several times and ask students to repeat each line carefully. Then, you can ask them to perform original conversations by substituting countries and nationalities. Ask your students to do Activity one without looking at the answer key. Tell them that they can read each conversation again to find out the requested information.

In the Enrich your vocabulary section, you should tell students to read, learn and study the chart about countries, languages and nationalities carefully.
Then tell them to listen to and repeat each column out loud several times.
Tell your students that in this chart the countries, nationalities and languages are grouped according to their spelling endings to facilitate their learning.
Now have your students read the columns out loud to practice their pronunciation and intonation or stress pattern. After listening to and repeating the countries, nationalities and languages, suggest that your students go over Activity two to check their learning progress.
In the Time to read section, tell your students to listen to the article without reading it. This can be done so that your students get familiar with or get to know what the text is about. After listening carefully, tell your students to read the article to grasp the main idea of the paragraph. Tell them not to stop to look up the meaning of new vocabulary words but to read for overall comprehension. Match students to work in pairs or small groups so they can correct themselves (self-correction or peer correction) and practice pronunciation.

Self-correction
If possible, you should encourage your students to self-correct. Self-correction gives the student a sense of achievement and builds confidence. At the same time, students are more likely to remember mistakes they’ve corrected themselves and therefore, hopefully, they’ll be less likely to make them in the future. Where teachers encourage
self-correction, the teacher also gains an insight into the students’ knowledge base (what the students already know). Self-correction also encourages student independence from the teacher.

Self-correction doesn’t always work though! Sometimes students don’t recognize the error or can’t correct themselves.

Peer correction

Peer correction (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer correction, you’ll find that students stay more focused and involved in lessons as they feel part of the learning process. Peer correction is also a great way of promoting teamwork within the classroom. Again, peer correction also gives the teacher an idea of what the students already know.

Some ways of encouraging self and/or peer correction:

One of the easiest methods of encouraging self and/or peer correction is to use your fingers – finger correction. This is particularly useful for the following kinds of errors:

- contraction extra word
- omission word
- wrong word order

Have a consistent system when finger correcting. Which finger/thumb indicates the first word? Make sure that you actually indicate the error clearly. Once you have corrected, the students will need to repeat the sentence at a natural speed.

Another technique would be to give a description of the mistake. For example: What tense?, You’ve forgotten something, We need another word, etc.

The key thing with error correction is to build confidence. Therefore if we are correcting oral work, we don’t want to be stopping the students every time they make a mistake. It is a good idea to make notes (mentally or on a piece of paper) about common errors and come back to them at the end of the lesson or when time allows.

Now you can tell your students to do Activities three and four by themselves. Tell them not to look at the answer key automatically.

You can have your students work in pairs or in small groups to help one another. In Activity five, have your students work individually first. Then, have them ask and answer the questions with another classmate to practice.

In the Conversation and more section, have students listen to the conversations carefully to understand and get familiar with the topics.

After a couple of times, have them try to answer the questions in conversation one individually. You can write the questions on the board to avoid having students read the conversation to answer the questions.
Once they have done this, tell them to listen to conversation number two following the same patterns as conversation one. After that, play the audio so that students can repeat every line of the conversations out loud to practice pronunciation.

Have your students role play the conversation providing their own information. If you have time, have them perform the conversation in front of the class. Have your students compare and discuss their answers for Activities six and seven.

In the Enrich your vocabulary section, tell your students to read the introduction about continents in this section carefully. Once your students have read and learned the continents in English, ask them to do Activity eight. Advise your students to keep in mind the different continents as well as adjectives and nouns used to for a person from each continent.

In the Language in use section, introduce the difference between the questions: Where do you come from? and Where are you from? Give plenty of examples to clarify the meanings and their differences. Then have them go over the questions in the chart used to ask for someone’s country of origin. Spend some time providing the correct intonation of this type of question and the pronunciation of key words.

Once students have gotten familiar with the questions and answers, have them do Activity nine. You can put them in pairs to ask and answer each question orally.

Then, have your students go over the questions in the chart used to ask for someone’s nationality. Spend some time providing the correct intonation of these types of questions and the pronunciation of key words.

Once students have gotten familiar with the questions and answers, have them do Activity ten. At the end of these two activities, ask your students to express if they have any doubts or questions about this particular topic. After that, have students create or write original conversations so that students can know how they can ask and answer these questions in a meaningful context.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of ‘meaningfulness’ is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If you want to know more about this topic, look at the following URLs:
http://www.pgcps.psk12.md.us/~elc/designsteps2.html
http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED142399

To consolidate their learning, have your students can write short dialogues using nationalities, countries and languages and variety of phrases, and then you can call some volunteers to act out their work.

Assign your students to do Activity eleven. Remind your students to study regularly and develop and create a study habit which can accelerate their learning process.
Lesson 4
WHAT DO YOU DO FOR A LIVING?

Methodology

Motivation
Ask your students if they know how to say or write different names of jobs and occupations, as well as different workplaces in English. Also, ask them if they know how to ask for someone’s occupation or job and where someone works. Finally, ask your students if they know how to fill out a job application form, especially the employment history or work experience section.

Methodological guidelines
If your students don’t know how to say or write the names of jobs and occupations, make them brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the unit.

Tell them to play the audio of the conversation a couple of times so that they can get familiar with it. You can ask them to say what they remember about this conversation.

Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary. Then, ask your students to do Activity one to check their listening and reading comprehension. Or have your students work in pairs to answer the questions without reading the script.

If they are in the tutoring session, motivate them to practice the conversation in pairs. Check mistakes in pronunciation and intonation and provide positive feedback.

Before going over Activity two, tell your students to think about different jobs or occupations in English.

In the Enrich your vocabulary, you should ask your students to learn the pronunciation and the correct spelling of the most common jobs and occupations in English.

You can dictate or spell different names of jobs in English so that students can practice enough before going over the next activity.

Ask your students if they know some jobs’ duties in English. Write on the board an occupation name and ask your students to brainstorm several duties.

After that, have students do Activity two. Give your students some time to answer the questions carefully. Then, put your students in pairs to compare and discuss their answers.

You can explain to your students the difference between job, occupation and career if you have time:

What Is The Difference Between Job, Occupation, and Career?

Often the terms job, occupation, and career are used interchangeably. But in fact, they have very different meanings.
A job is work for which you receive pay.

Example: A biologist at the World Biotech Company

An occupation is a wide category of jobs with similar characteristics.

Example: physician, engineer, educator, or scientist

A career is a lifetime journey of building and making good use of your skills, knowledge and experiences. It is the total of all events and events and relationships in our lives: family, friends, education, work, and leisure activities.

Before introducing the article, ask them if they know the names of the different parts of sections of a resume in written in English. Ask them to brainstorm so that they can get familiar with the new topic.

In the Time to read section, you should advise the students to read the article several times to understand and take out the principle or main idea.

Tell your students to apply the scanning or finding the main idea reading techniques.

Once the students have the general idea of the text, tell them to do Activities three and four. Suggest that your students check the answers. If they have some wrong answers, tell them to go over the text again to check comprehension.

After that, have students listen to the article carefully without reading it. This is done to practice listening comprehension, or have them repeat each line of the article out loud.

In the Conversation and more section, assign your students to read the conversations carefully to get familiar with the vocabulary. Then, ask your students to do Activities five and six for checking their reading comprehension.

If they are in the tutoring session, motivate them to practice the conversations in pairs. Check mistakes in pronunciation and intonation and provide positive feedback.

Also, if your students are in the tutoring session, have them listen to the conversations carefully. Tell them to listen several times, and then suggest that they answer the questions without looking at the answer key automatically. Match students to practice the conversation by taking turns.

Optional activity: You can assign your students to read the Conversation and more section at home. Tell them not to spend too much time looking up new words when studying, reading or practicing the conversations for comprehension. Since the idea of this section is to develop their listening and reading skills, they must focus on comprehension rather than on specific words or phrases they do not know.

In the Time to read section, before students do Activity seven, ask them if they have ever filled out a job application in English. If not, explain the most common parts of an application form. You can even write the parts or sections on the board with some examples and clarify any questions or doubts students may have.

After that, tell your students to read the text to get the general idea.
You should continue reminding your students to continue applying reading techniques or strategies such as scanning.

Now it is time to introduce another reading technique:

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you’re probably not reading it word-by-word. Instead you’re skimming the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you’re seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

For more information look at the following links:
http://www.school-for-champions.com/grades/reading.htm
http://www.mindtools.com/rdstratg.html

After that, you should tell the students to apply this technique when necessary, and use any other learning strategy or technique which contributes positively in their own learning process.

Once the students have the general idea of the text, tell them to do Activity seven and suggest that they do not look at the answers.

After that, have students listen to the article carefully without reading it. This is done to practice listening comprehension.

In the Language in use section, have your students read and study how to make questions and answers using the present simple tense. If your students need some extra explanation, provide it in a simple way.

Emphasize the correct use of the auxiliaries “do” and “does” as well as negative forms. After studying the charts carefully, assign your students to do Activity eight. Tell them not to look at the answers automatically. Tell them to learn the information provided in the previous charts before doing Activity eight.

Have students work in pairs to help one another and go around the room to provide help as needed.
Methodology

Motivation
Ask students if they know how to ask for someone’s age in English or write the question correctly. Then, ask them to answer the question giving their own age. Also, ask them if they know how to say or write the numbers between one hundred and two hundred in English. Finally, write affirmative and negative sentences with the verb "be" in the past tense for your students to identify which ones are negative or affirmative.

Methodological guidelines
Before reading the conversation, ask students if they know when the Peace Agreements were signed in El Salvador. You can present a picture of the specific event.
Ask your students to listen to and read the conversation carefully several times before answering Activity one. If they are in the classroom, ask them to work in pairs to help each other and practice the conversation as well.

In the Enrich your vocabulary section, tell your students to read the chart carefully to learn the numbers between one hundred and two hundred.
Have students listen to and repeat each number out loud carefully so that they can get familiar with the spelling as well as the pronunciation.
You can play the Spelling Bee game to practice spelling numbers.

In Spelling Bee, the students’ goal is to gain as many points as they can in seven rounds of a spelling activity. Tell your students that they can gain points in two different ways. First, when asked to spell a word, they will gain points if they spell it correctly. Second, they will be asked to choose a word for the other player to spell. They will also be able to gain points for this. The number of points will be based on which word they choose and whether the other player spells that word correctly or not.
After that, students can listen to the audio of Activity two so that they can choose the number they hear. Tell them not to look at the answers immediately. Suggest that they listen one more time to double check their answers.
Tell your students to go over Activity three. Ask them to listen to the audio two or three times until they manage the correct pronunciation.
In Activity four, your students are to write different cardinal numbers in English in words. If they are in the tutoring sessions, ask them to work individually first. Then, have your students work in pairs to compare and discuss their answers.
You can ask volunteers to write the number on the board or spell each number from their seats.
Before introducing the next section, ask your students if they know some dates about historical events in El Salvador during the last two centuries. Brainstorm this topic and write students’ responses on the board.

In the Time to read section, ask your students to read the article carefully to get the general idea.

Once they have finished reading the article, put students in pairs to work together on Activity five so that they can help each other. If you have time, have students listen to and repeat each line out loud to practice pronunciation.

In the Conversation and more section, assign your students to read and study the conversation carefully, and then ask them to answer the questions in Activity six.

If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of some key words.

Divide the class into two groups to practice the conversation. Play the audio for several times and ask students to repeat each line carefully.

Then, you can ask to perform original conversations by substituting some names or countries. Ask your students to do Activity six without looking at the answer key.

Before presenting the next section, ask your students if they work. Then ask them if they are paid every fifteen days or at the end of the month. After that, ask your students how they are paid: checks, cash, etc.

In the Enrich your vocabulary section, have your students read the introduction paragraph of this section carefully.

Tell your students to read the check carefully and pay attention to every line they find in the check. Ask them what kind of information there is in the check and what they think is missing.

Assign your students to compare the check and the instructions carefully. You can have them work in small groups so that they can help one another.

Ask your students not to do Activity seven until they have learned what each line is used for.

Once they have learned that, assign your students to do Activity seven. Tell them to draw a similar check in their own notebooks and try to fill out the check. Ask your students not to look at the answers automatically or immediately. Tell them to double check their answers by reading each instruction carefully as many times as necessary.

Optional activity: You can assign your students to make an original check so that they can present it in front of the class in the tutoring session.

Before introducing the new content in the Language in use section, explain to your students that in the English language there are three main tenses: present, past and future.
Methodology Guide

Tell your students that in this time they will study the past tense forms of the verb “be”.
The objective of the Language in use section is to introduce the simple past forms of
the verb “be” in English. Spend some time explaining how to make affirmative, negative and questions forms as well as their answers.
Ask your students to read and study the first table carefully. Tell them to pay close
attention to the order or sequence of the words.

You can write the following formulas on the board:
Affirmative form: Subject + “be” form + complement
Negative form: Subject + “be” form + not + complement
Spend some time explaining the long and contraction form as well as their pronunciation:

<table>
<thead>
<tr>
<th>Long form</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was not</td>
<td>Wasn’t</td>
</tr>
<tr>
<td>Were not</td>
<td>Weren’t</td>
</tr>
</tbody>
</table>

After that, ask your students to study the second table carefully. Tell them to pay close
attention to the order or sequence of the words.

Provide your students the following formula:
Yes/No question forms: “be” form + subject + complement +?
Then, tell your students to study the third table carefully. Tell them to pay close
attention to the order or sequence of the words.

Provide your students the following formula:
Informative question form: Question word + “be” form + subject + complement +?
After introducing the content in the Language in use section, remind your students
that in the English language there are two basic intonation patterns: rising for Yes/No
questions and falling for informative questions.
You can draw some arrows going up and down, up for rising intonation and down for
falling intonation. You can even exaggerate the intonation patterns so that students can
get familiar with two the two patterns.

Optional activity: As a group, tell them to listen to and repeat each statement to imitate
and practice the two intonation patterns.
Afterwards, you can have your students study the tables in pairs or small groups so that
they can work together to share and compare their ideas.
Once they have discussed or shared their opinions or doubts, ask them to do Activity
eight. Then ask them to compare their answers.
Tell your students that before going over the next activities, they have to review the whole lesson so that they can answer accurately and properly.

In Activity nine, tell your students to read each question carefully and keep them in their minds so that they can find the possible answer successfully.

Tell your students that they have to understand each question. After that, tell your students to work in pairs to compare and discuss their answers.

You can have your students practice these statements by taking turns asking and answering the questions from the table.

In Activity ten, have your students work individually first. Ask them not to look at the answers immediately. Tell them to re-do the exercise and spend some time pronouncing each number carefully.

After that, have students work in pairs to compare their answers.

In Activity eleven, ask you students to listen to and repeat each question out loud carefully. Tell your students to provide the correct intonation pattern to each question: rising or falling intonation.

Then, ask your students to answer each question carefully. Tell them to respect or follow the sequence of the word in their answers.

If they are in tutoring session, ask them to work in small groups so that they can help one another.

Also, suggest that they ask one another each question so that they can practice orally. Go around and provide feedback as necessary.

You can ask students to go to the front of the class to perform short dialogues using some of these questions.

**Supplementary activity:**

1. **Activity**

Complete the following statements by writing “was” or “were”.

1. I _________ in California last summer.
2. We _________ at the hospital last Sunday.
3. Luisa _________ at work yesterday.
4. She _________ sad.
5. Rolando and Elizabeth _________ friends.
6. You _________ very busy on Monday.
7. We _________ in front of the police station.
8. I _________ at the zoo last Friday.
9. She _________ in South America last week.
10. Abigail and Rosemary _________ at the birthday party.
Procedures and methodology of Hands on!

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually and to be handed in at the end of every unit.

In unit one, your students presented you the first part of the project called “Filling out a job application form” on computer paper, either hand written or printed. Now in unit two, your students are to present the second part of the same project following the same criteria. At the end of the unit, your students will be able to fill out the employment history, work experience, and education sections of a job application.

Look at the sample below.

EMPLOYMENT HISTORY:

Present or most recent position: ____________________________

Employer: ____________________________________________

Address: ____________________________________________

Supervisor: ____________________________ Phone: __________

Email: _______________ Position title: _____________________

Date: ____________________________

Responsibilities: ____________________________

Salary: $ ____________________________

Reason for leaving: ____________________________

Previous position: ____________________________

Employer: ____________________________________________

Address: ____________________________________________

Supervisor: ____________________________ Phone: __________

Email: _______________

Salary: $ ____________________________

Reason for leaving: ____________________________

May we contact your present employer? __________

Take advantage of each Hands on! hint throughout the unit as well as the activities to be solved by your students related to this part of the project. These are called Hands on! from part 1F to 1J.

Advise your students to use formal English at all times throughout the application. And tell them that the application form should be filled out following punctuation, capitalization and grammar rules. Make sure they provide and write complete names, last names and other kinds of information.

In Hands on! 1F, you should remind your students that an application form is composed of different sections. There are always sections containing personal references, education and personal information.

Tell your students that some application forms ask if they have any family members that work for the company or have worked for the company in the past. Tell your students that they may need to state their name, position, and relation to that person.
In Hands on! HG, tell your students that many employers ask interested applicants what their availability is. Tell them that this includes which days of the week they can work, the number of hours they can work, and the day they can start working. These things should be considered before applying for a job.

So tell your students to include in their job application forms their availability for that specific job or position.

In Hands on! IH, tell your students that all application forms ask for their educational background. Tell them they should list the schools and universities that they have attended, their major, degrees or diplomas obtained, and their graduation dates.

Ask your students to include all the trainings, seminars, technical courses, language and computer classes they have attended so far. If it is necessary, tell your students to attach a copy of each diploma or degrees they have received.

In Hands on! II, tell your students that another important part of a job application form is the employment history. Explain to your students that this section includes names, addresses and phone numbers of previous employers; supervisors’ names; dates of employment; salaries earned; and reasons for leaving.

Advise your students to include only those employers who can give people positive background about their performance at that particular job or position. Insist that your students provide accurate information so that their future employer can get information about them.

In Hands on! IJ, tell your students that the final part of the application form usually asks for personal references. Explain to them that they have to be prepared to write the name, relationship, address, and phone number of three people that know them well and can recommend them for the job.

Tell your students that it is really important to provide only those friends or people who can say good things about them both as a person and as an employee.

It is recommended to tell your students to look for help when necessary. If they do not know how to write something they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary.

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

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

If necessary, provide several ways of filling out the personal information section of a job application. You can have some student samples so that they can follow them as a guide.

When they hand in their projects, ask your students to give a short oral report about their experience in developing these kinds of tasks. Also, have your students present their projects and a short oral report in front of the class.
Unit 3 Our supplies

Unit concepts

This unit reviews the use of the verb “be”. It also introduces the use of the verb “be” in all its forms with the subject pronouns “it” and “they”. At this point, the present tense forms of the verb “be” is used in a limited range of topics so that students become familiar with all forms of this verb. Students get skills practice with reading, listening speaking and writing tasks or activities.

Also, this unit implicitly reviews the use of demonstrative pronouns with their singular and plural forms as subjects in statement forms.

Also, the singular and plural forms of nouns are introduced in context in a practical and systematical way. Nationalities, clothing and accessories in English, numbers from 200 to 1000, furniture, foods and drink, seasons and weather, money denominations, plural forms and their spelling pronunciation rules, and other vocabulary are introduced in context throughout the unit.

Unit three aims to let students learn how to express information about the weather conditions of El Salvador and other countries around the world and learn and practice the colors as well as the most common clothes and accessories used in different seasons or weather. Besides that, students may also talk about different kinds of foods and drinks, as well as how to prepare them and learn how to ask for and give prices using amounts of money up to five hundred dollars. The context of these topics in different settings allows students to communicate in English in a meaningful way with even quite basic language.

Grammar

The verb “be” in the simple present tense is reviewed: am, is and are. The verb “be” is presented with all subjects pronouns: I, you, he, she, it, we and they. The question words are introduced through the topics of prizes, weather and colors: How much is that? What color is that? What is the weather like? Other question words are introduced and reviewed systematically throughout the unit.

The auxiliaries “do”, “don’t”, “does” and “doesn’t” are introduced with several verbs. This unit focuses on positive and negative statements and on questions with the question words: what, which, where, when, how, who. These question words are introduced through several topics throughout the unit.

Everyday English

Numbers from 200 to 1000 and prizes up to five hundred dollars are introduced. Students must be introduced to the spelling rules and pronunciation of the plural forms the nouns: /s/, /z/ and /iz/. This will be discussed and in the Methodology section of each lesson.
Lesson 1

MAY I HELP YOU?

Methodology

Motivation

You should ask your students if they know how to say or write different kinds of clothes in English. Ask them to say some names of accessories or show you some of them. Also, ask them to tell you if they know how to say numbers from two hundred to one thousand in English. Finally, ask them if they know how make a monthly budget in English.

Before introducing lesson one, ask your students what kinds of clothes they like to wear and what size they wear in those clothes. Tell something about your favorite kinds of clothes as well as your size in those clothing items.

Methodological guidelines

Once your students have said something about their favorite clothes and colors, you should ask them to read the conversation in Activity one carefully to understand or grasp the main idea of it. Then, play or read the conversation again and ask students to close their books and listen to it carefully.

You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions, and then ask them to compare these with other classmates.

Optional activity: Ask students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the roles of the conversation.

Ask your students to read the information about common clothes and accessories that Salvadorans wear in the Enrich your vocabulary section.

Have students read and repeat each item out loud several times until they get familiar with the pronunciation and spelling. Then, ask students to do Activity two individually. Tell them that they have read each description carefully to find the corresponding clothes or accessories. After some time, put students in pairs to compare and discuss their answers.

Optional activity: Ask one or two students to read each statement carefully and have the rest repeat it out loud.

Before having students read the article called "Dressing up" in the Time to read section, tell them to look at the glossary to get familiar with new words. Then, ask them to read to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know.

Persuade them to keep reading to grasp the idea, and at the end they can look up new words. You should advise them to keep their own vocabulary list to study and practice using their own ideas.
Optional activity: Before doing Activity four, you have them listen to and repeat each line out loud to practice pronunciation and intonation patterns.

Once they have read the complete article, have your students read and answer the questions and have them compare their answers. Motivate students not to look at the key answer before finishing the activity.

You can have a student read each statement and have the rest of the students give the answers orally.

Remember that you should teach students learning strategies to optimize their own learning so that they will become independent learners.

Also, you can assign this activity so that your students can have more time to do it. Tell your students to learn as many clothes and accessories names as possible before doing this and other activities.

In Activity four, students have to fill out each line with the provided list of words. Tell your students to follow the clue or the first letter given so that they will find each word faster. Give your students some time to work in pairs or small groups to help one another. After that, have your students read each complete sentence.

Optional activity: Assign Activity four and tell them to complete each line of the paragraph titled "Shopping". Tell them that they have to use the each provided word once.

Before having your students go over the conversations ask them a couple of questions as a pre-listening activity:
Where do you go to buy your clothes?
Do you go when there is a sale?
Do you pay in cash?

In the Conversation and more section, have students read the conversations carefully to understand what the conversations are about. Then, tell them to read the questions and answer them in pairs.

Play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversations. If you are in the tutoring session, divide the class into two groups to play the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.

Optional activity: Have students listen to the conversations a couple of times and ask them to answer the questions and compare answers with other classmates. If there is enough time, ask them to practice the conversation using their own information.

In Activity five, have your students answer the questions without looking at the answer key. Then, tell them to read the conversations again to double check their answers.

In the Enrich your vocabulary section, ask students to memorize, learn or internalize the different pronunciation and spelling of cardinal numbers from 200 to 1000.
Have your students listen to and repeat each number several times out loud. Once they have a good management of these numbers, ask your student to do Activity six.

In Activity seven, you can follow the same guidelines from Activity five.

In the Language in use section, tell students to read, study, and pay attention to the information about the sizing of clothes and shoes in different countries around the world. If you are in a tutoring session with your students, explain the different sizes they can find in El Salvador when they go shopping.

Ask your students if they have seen these variations when they buy their clothes or shoes. Ask them if they have had problems finding their size in different clothing items and shoes.

After that, ask your students to read and study the table carefully in which they can find different ways of asking about people’s sizes in clothes and shoes as well. Have your students listen to and repeat each question and possible answer out loud.

In Activity eight, you can have your students work individually first. Then, put your students in pairs so that they can ask each other and provide their own information. You can ask a couple of students to go to the front and perform a short dialogue.

Optional activity: Have your students listen to and repeat each question out loud before having students work in pairs.

In Activity nine, have your students complete each statement individually. You can have the students get together in groups to complete this activity.

After a couple of minutes, ask different students to read each complete statement, and ask the others if they are correct or not and why.

In Activity ten, tell your students that there are idioms related to clothes which do not mean or describe any name of clothes or accessories and give them also some examples.

Finally, tell your students to review the whole lesson before trying to answer the self evaluation questions.

After answering the questions, ask them to check the provided answers. If they fail in answering some questions, suggest that they go over the sections which contain those items to review them more carefully.
Third Unit

Lesson 2

WHAT IS THE WEATHER LIKE?

Methodology

Motivation

Ask your students if they know how to say the different seasons of a year in English. Ask them if they know how to say different weather conditions which take place in El Salvador, as well as which activities can be performed in each one of those conditions. You should motivate your students to tell you the different clothes and accessories they wear everyday in English.

Methodological guidelines

Before having students go over the Conversation and more section, you should tell them to listen to and read the conversations out loud carefully to get familiar with the new vocabulary about weather conditions.

Have the students repeat each line of the two conversations out loud several times, and then play the audio so that students can imitate the speaker's pronunciation.

You can write some key words from conversations one and two on the board and have students repeat them out loud.

Optional activity: Divide the whole class into two groups: A and B. These two groups will take turns in both conversations. You can have some volunteers go to the front to perform the conversations. Put your students in pairs to work on Activity one.

Optional activity: Get more information about the forms of the clouds to tell the weather conditions:

http://docweather.com/2/show/120/

In the Enrich your vocabulary section, tell your students that there are words (adjectives) which are used to describe weather conditions of a place or country. Tell your students that people use these adjectives to describe the conditions of the weather.

Ask your students to look at each picture carefully and repeat each word out loud as many times as possible. Also tell them try to learn these new words, which will be used throughout the unit.

Insist that your students learn these words and adjectives so that they can do the following tasks effectively.

Once your students have a good management of these adjectives, have them do Activity two.

Put your students in pairs to compare, help each other and discuss their answers.

In the Time to read section, you should advise the students to read the article several times to understand and take out the principle or main idea.
Once the students have the general idea of the text, tell them to do Activity three and suggest that they check the answers. If they have some wrong answers, tell them to go over the text again to check comprehension.

Optional activity: Have your students listen to the article carefully without reading it. This is done to practice listening comprehension.

Before having students do Activity four, have them review the information provided in the Enrich your vocabulary section to check the proper use of the words and adjectives used to describe the weather conditions of your students’ cities.

Assign your students to do Activity four individually. Encourage them not to look at the answer key automatically. You can have students work in pairs to help each other or compare their answers.

In the Conversation and more section, have students listen to the conversations carefully to understand and get familiar with the topics.

Optional activity: As a pre-listening activity, you can ask your students the following questions:
Do they listen to weather reports?
Do they believe in those reports?

After listening to or reading the conversation a couple of times, have your students try to answer the questions individually. You can write the questions on the board to avoid having students read the conversation to answer the questions.

Once they have done this, tell them to listen to the conversation again, and play the audio so that students can repeat every line of the conversation out loud for practicing pronunciation and intonation.

Have your students work in pairs to answer the questions in Activity five. If there is enough time, have them ask and answer each question.

Optional activity: You can have your students compare and discuss their answers in Activity five. If they are in the tutoring session, ask them to practice the conversation in pairs taking turns. After that, you can ask them to write their own conversations and act them out in front of the class.

In the Enrich your vocabulary section, tell your students that there are other words or phrases used to describe the conditions of the weather in English.

In this section, have students read and study the first chart about weather conditions and seasons of a year. Tell them to learn and memorize all words from the box.

Have students repeat the information from the chart out loud a couple of times.
Optional activity: Tell your students to learn all of these adjectives and other words by heart so that they can apply them in the following exercises properly. Also, have students repeat the information from the chart out loud a couple of times.

Then have them do Activities six and seven individually. Put them in pairs or make small groups so that they can help one another.

Insist that your students do not look at the answer key automatically but try finding the answers by themselves.

Students must keep track of a new vocabulary list for further use or reference or for their own progress.

Before presenting the Language in use section, remind your students about the importance of recognizing the English language structure patterns when forming or structuring statements or questions. Tell your students to keep these patterns in mind at all times because they have to apply and use them throughout the rest of the units.

Have your students read and study chart number one carefully. Tell them to pay attention to the order of the elements that composed the questions forms as well as the answers. These questions are used to ask for weather conditions of any place.

Tell them to take their time to analyze the structure and the examples because they will use them in the next activities.

In Activity eight, you can put your students in pairs to help each other. Have them listen to and repeat all questions and answers.

Then, assign your students to read and study the second chart to ask for people’s personality traits.

Optional activity: If your students are in the tutoring session, they can work in pairs or groups and discuss or help one another.

Tell them not to go over Activity nine if they have not understood and learned all previous table information.

Optional activity: Assign this activity individually, tell them to be careful when answering or writing their answers. If they do not know how to answer, tell your students to review the provided charts or look for an encyclopedia or illustrated English dictionary.

If you are in a tutoring session, you can put students in pairs do Activity nine. Tell them to compare their answers. Go around and provide as much feedback as possible.

Once they have concluded this activity, ask them to make small groups to double check and justify their answers.

If you have time, you can go over the pronunciation of each line and let students repeat after you.
Lesson 3

WHAT IS YOUR FAVORITE DRINK?

Methodology

Motivation
Ask students if they know how to say some names of different fruits and vegetables in English. After that, tell them if they know how to write or say different kinds of drinks: hot, cold, and others. Have your students tell you where they usually go shopping. Finally, ask your students if they know now how much they spend every week when they go to the supermarket.

Methodological guidelines
Assign your students to read, listen to and study the conversation carefully, and then ask them to answer the questions in Activity one.
If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of the fruit juice or any other kind of drink.

Divide the class into two groups to practice the conversation. Play the audio several times and ask students to repeat each line carefully.
Then, you can ask them to perform original conversations by substituting names of soft drinks. Ask your students to do Activity one without looking at the answer key.
Tell them they can read the conversation again to find out the requested information.
As a post-listening activity, you can ask your students the following questions:
What kinds of fruit juice do you drink when it is hot?
What kinds of hot drinks do you have when it is cold?
What kinds of drinks do you have when it is raining?

In the Enrich your vocabulary section, you should tell students to read, learn and study the chart about fruits and vegetables carefully.
Then tell them to listen to and repeat each column out loud several times.
Tell your students that in this chart common fruits and vegetables are placed to facilitate their learning.

Optional activity: Have your students read the columns to practice their pronunciation and intonation or stress pattern. After listening to and repeating the fruits and vegetables, suggest that your students go over Activity two to check their learning progress.
You can have your students ask and answer these questions taking turns. Go over the answers to check pronunciation errors.
In the Time to read section, tell your students to listen to the article called “Fish and Chips” without reading it. This can be done so that your students get familiar with or get to know what the text is about.

After listening carefully, tell your students to read the article to grasp the main idea of the passage. Tell them not to stop to look up the meaning of new vocabulary but to read for overall comprehension. Make students work in pairs or small groups so they can correct themselves to practice pronunciation. Remind your students about self-correction or peer correction in English.

Now you can tell your students to do Activity three by themselves. Tell them not to look at the answer key automatically.

Optional activity: Have your students work in pairs or in small groups to help one another. In Activity three, have your students work individually first. Then, have them ask and answer these questions with another classmate to practice.

Post Reading Stage or Phase
The post reading activities a teacher chooses for his or her students will have an impact on how students view the reading selection as well as the reading act. If students are asked to reflect on important ideas, to share reactions, to return to the book to achieve greater understanding, to make connections between what they have just learned and what they already knew, and to use what they learned in a personally meaningful way, the selection will be viewed as a meaning-based activity. If, on the other hand, students are asked only to respond to a series of low-level questions, to work quietly, to prove that they can sequence events by numbering them on a worksheet, or to complete a crossword puzzle to reinforce vocabulary, then they are likely to view the selection as simply a vehicle for skills instruction. Reading will be perceived as a skills-based activity. (Literature-Based Reading Activities, 2nd Ed., Yopp & Yopp Ch.4)

Additional post-reading activities:
You should always follow up your reading activities with a post-reading activity. This will give students the opportunity to practice their reading and will reiterate what you have taught them in the lesson. Most importantly, however, it will give the exercise a sense of meaning so that your students feel they have achieved something.

You can ask students the following questions as a post-reading activity:
Have you eaten this kind of food?
How do you like it?
Where can you eat it?
Is there any Spanish equivalent for this main dish or plate?

In the Conversation and more section, have students listen to the conversation carefully to understand and get familiar with the vocabulary and the topic.
After a couple of times, have them try to answer the questions from the conversation in Activity five individually. You can write the questions on the board to avoid having students read the conversation to answer the questions.

Once they have done this, tell them to listen to the conversation again. After that, play the audio so that students can repeat every line of the conversation out loud to practice pronunciation.

Have your students role play the conversation providing their own information. If you have time, have them perform the conversation in front of the class. Have your students compare and discuss their answers for Activities four and five.

In the Enrich your vocabulary section, tell your students to read the information about the most common food, drinks and dishes carefully. Once your students have read and learned most of the words in English, ask them to practice their pronunciation and spelling.

In the Language in use section, introduce the difference between countable and non-countable plural forms of nouns related to food in English. Then have them go over the examples and the chart provided so that they can get clear ideas about the use of these singular and plural nouns of countable and mass nouns. You can have your students practice the pronunciation of these words.

Once students have gotten familiar with the categories and examples of non-countable nouns or mass nouns, have them do Activity six.

In Activity six, you can put them in pairs or in small groups to ask and answer each question orally.

Optional activity: Have your students go over the questions in the in Activity six. Spend some time providing the correct intonation of these types of questions and the pronunciation of key words. Once students have gotten familiar with the questions and answers, have them practice for several minutes.

At the end of this activity, ask your students to express if they have any doubts or questions about this particular topic.

After that, have students do Activities seven and eight in pairs or small groups.

In Activity ten, you can have your students write original lists of ingredients that are used to cook their own food. This can be done as a meaningful and practical task.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of “meaningfulness” is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Optional activity: Assign your students to do Activities nine and ten as homework to be presented in the next class or tutoring session. Remind your students to study regularly and develop and create a study habit which can accelerate their learning process.
DO YOU HAVE CHANGE FOR FIVE DOLLAR BILL?

Methodology

Motivation
Ask your students if they know how to say the different money denominations in English: coins and bills. Also, ask them if they know how to say and write several amounts of money. Finally, ask your students if they know what the incomes and expenses of their families are.

Methodological guidelines
If your students don’t know how to say or write the names of the coins or bills in English, make them brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the unit.

Tell them to play the audio of the conversation a couple of times so that they can get familiar with it. You can ask them to say what they remember about this conversation.

Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary about money. Then, ask your students to do Activity one to check their listening and reading comprehension, or have your students work in pairs to answer the questions without reading the script.

If they are in the tutoring session, motivate your students to practice the conversation in pairs. Check mistakes in pronunciation and intonation and provide positive feedback.

Before going over Activity two, tell your students to think about different denominations of U.S. currency in English. Or you can ask them to bring different denominations of U.S. currency to class.

In the Enrich your vocabulary section, you should ask your students to learn the pronunciation and the correct spelling of the most common names of coins and bills in English.

You can dictate or spell different names of coins and bills in English so that students can practice enough before going over the next activity.

Optional activity: Have students listen to and repeat each coin and bill denomination out loud several times.

After that, have students do Activity two. Give your students some time to answer the activity individually. Then, put your students in pairs to compare and discuss their answers.

Before introducing the article about a family budget, ask them if they know some words related to family monthly budget in English. Ask them to brainstorm so that they can get familiar with the new topic.
As a pre-reading activity, provide your students a graphic organizer so that they can complete it with words or aspects related to the family monthly budget:

In the Time to read section, you should advise students to read the article several times to understand and take out the principle or main idea. Tell your students to apply the scanning or finding the main idea reading techniques.

Once the students have the general idea of the text, tell them to do Activities three and four. Suggest that your students look at the answers after they have finished. If they have some wrong answers, tell them to go over the text again to check comprehension.

After that, have students listen to the article carefully without reading it. This is done to practice listening comprehension, or have them repeat each line of the article out loud.

In Activities four and five have students work in small groups using some principles from Cooperative Learning Language:

Cooperative Learning Principles

Many principles have been proposed for cooperative learning. Below is one list of eight such principles.

1. Heterogeneous Grouping. This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

2. Collaborative Skills. Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time.
3. Group Autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. We may sometimes want to resist this temptation, because as Roger Johnson writes, “Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves.”

4. Simultaneous Interaction (Kagan, 1994). In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher – speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into 4 students per group = 10 students (1 per group) speaking at the same time.

5. Equal Participation (Kagan, 1994). A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members.

6. Individual Accountability. When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others.

7. Positive Interdependence. This principle lies at the heart of CL. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is this “All for one, one for all” feeling that leads group members to want to help each other, to see that they share a common goal.

8. Cooperation as a Value. This principle means that rather than cooperation being only a way to learn, i.e., the how of learning, cooperation also becomes part of the content to be learned, i.e., the what of learning. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

For more information you can look at the following URLs:
http://www.kaganonline.com/KaganClub/FreeArticles/A5KI7.html
In the Conversation and more section, assign your students to read the conversation carefully to get familiar with the vocabulary. Then, ask your students to do Activity six to check their listening and reading comprehension.

Also, if your students are in the tutoring session, have them listen to the conversations carefully. Tell them to listen several times, and then suggest that they answer the questions without looking at the answer key automatically. Match students to practice the conversation by taking turns.

Optional activity: Assign your students to read the Conversation and more section at home. Tell them not to spend too much time looking up new words when studying, reading or practicing the conversations for comprehension. Since the idea of this section is to develop their listening and reading skills, they must focus on comprehension rather than on specific words or phrases that they do not know.

In the Enrich your vocabulary section, have your students read and study the sample template of a family monthly budget carefully to get familiar with the different parts, categories or sections.

You can have your students work in pairs or in groups to do Activities seven, eight and nine so that they can help one another.

In the Language in use section, have your students read and study how to make questions and answers to make change for a dollar or any other denominations carefully. If your students need some extra explanation, provide it in a simple way.

After studying the charts carefully, assign your students do Activity ten. Tell them not to look at the answers automatically. Tell them to learn the information provided in the previous charts before doing the activity.

In the Conversation and more section, have your students listen to, repeat each line out loud and answer Activity eleven.

Have students work on Activity twelve in pairs to help one another and go around the room to provide help as needed.

In Activity thirteen, have your students work in small groups to match the idioms related to coins and their corresponding definitions.

Tell your students that these idioms do not mean or refer to money denominations but have special meanings.
Third Unit

Lesson 5

Motivation
Ask students if they know how to ask for the price of furniture or any other item or write the questions correctly in English. Then, ask them to tell you as many names of pieces of furniture and appliances as possible, either at home or work. Ask them if they know how to say prices of items in different ways in English. Finally, ask your students if they know how to write the different amounts of money in numbers and words in English properly.

Methodological guidelines
Before reading the conversation, ask students if they know the name of some common pieces of furniture and home appliances in English. You can ask your students to brainstorm and copy the words on the board.

Ask your students to listen to and read the conversation carefully several times before answering Activity one. If they are in the classroom, ask them to work in pairs to help each other, and have them practice the conversation as well.

In the Enrich your vocabulary section, tell your students to read the information about furniture and electrical appliances carefully to learn the names correctly.

Have students listen to and repeat each item out loud carefully so that they can get familiar with their spelling and pronunciation.

You can play the Spelling Bee game to practice spelling of home appliances and rooms of a house to consolidate their learning.

After that, have your students work in small groups on Activity two using some principles from the Cooperative Learning Approach. Suggest that they speak and use the English language at all times. Do not forget to monitor each group to identify any mistakes or errors in pronunciation.

Optional activity: Tell your students to go over Activity two. Ask them to listen to and repeat each question out loud several times until they manage the correct pronunciation.

Or ask them to work individually first. Then, have your students work in pairs to compare and discuss their answers.

Before introducing the next section, ask your students what their ideal house would look like. Ask them to describe their ideal house, and motivate them to tell you the description in English.
As a pre-reading activity, ask them the following questions, and have them work in small groups to help one another:
How many rooms are there in your house?
What is there in each room of your house?
How many windows are there in your house?
Do you have a TV?

In the Time to read section, ask your students to read the article about an ideal home carefully to get the general idea of it.
Once they have finished reading the article, put students in pairs to work together on Activity three so that they can help each other. If you have time, have students listen to and repeat each line of the paragraph out loud to practice pronunciation.

In the Conversation and more section, assign your students to read and study the conversation carefully, and then ask them to answer the questions in Activity four.
If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of some key words.
Divide the class into two groups to practice the conversation. Play the audio several times and ask students to repeat each line carefully.

Optional activity: Ask students to perform original conversations by substituting some names of appliances and prices.

In the Enrich your vocabulary section, have your students read the list of common furniture and home appliances in different rooms of a house carefully.
Tell your students to listen to, read and repeat each item from the chart out loud carefully. Ask them to memorize, learn or internalize the list of items for each room of a house. If there is time, you can play a memory game with pictures of home appliances or furniture in two large groups:
How to play: There are sixteen cards in this game. Eight of the cards have pictures and eight of the cards have words. Ask students to pick two cards and turn them over. If they make a pair, the cards will go together. If they don't, they turn them over again. Then, the other group will pick another two cards. Continue until you match eight pairs.
Ask your students not to do Activities five and six until they have learned most of the furniture and home appliances items.
Ask your students not to look at the answers automatically or immediately. Tell them to double check their answers by reading each line carefully as many times as necessary.
Before introducing the new content in the Language in use section, explain to your students that there are ways to ask for the prices of furniture and home appliances in English. Ask them if they know how to say those questions.
Then, tell your students that in this time they will study two forms: one using the verb “be” and the other using the auxiliaries “do” and “does” in combination with the verb “cost”.

The objective of the Language in use section is to introduce the question words “how much” in the simple present tense of the verb “be” and the auxiliaries “do” and “does” in English.

Spend some time explaining how to make and the question forms as well as their possible answers.

Ask your students to read and study the table first carefully. Tell them to pay close attention to the order or sequence of the words.

You can write the following formulas on the board:

Question words + Subject + “Be” form + Complement + ?

Question words + Subject + Auxiliaries “do” or “does” + Complement +?

Spend some time explaining the long and contraction forms as well as their pronunciations:

<table>
<thead>
<tr>
<th>Long form</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was not</td>
<td>Wasn’t</td>
</tr>
<tr>
<td>Were not</td>
<td>Weren’t</td>
</tr>
</tbody>
</table>

After that, ask your students to study the second table carefully. Tell them to pay close attention to the order or sequence of the words.

Provide your students the following formula:

Yes/No question forms: “Be” form + Subject + Complement +?

Then, tell your students to study the third table carefully. Tell them to pay close attention to the order or sequence of the words.

After introducing the content in the Language in use section, remind your students that in the English language there are two basic intonation patterns: rising for Yes/No questions and falling for informative questions.

Focus on the falling intonation pattern. Draw some arrows going down and exaggerate the intonation pattern so that students can easily get familiar with this pattern.

Optional activity: As a group tell them to listen to and repeat each statement to imitate and practice the intonation pattern.

Afterwards, you can have your students study the tables in pairs or small groups so that they can work together in Activity seven to share, compare and discuss their ideas.

Once they have discussed or shared their opinions or doubts, ask them to do Activity eight. Then ask them to compare their answers.

Tell your students that before going over the next activities, they have to review the whole lesson so that they can answer accurately and properly.

In Activity nine, tell your students to read each statement carefully and keep them in mind so that they can find the possible answer successfully.

Tell your students that they have to understand each meaning before choosing one
response. You can tell them to answer or guess each statement before selecting any given option.

After that, tell your students to work in pairs to compare and discuss their answers. In Activity nine, have your students work in small groups so that they can help one another. Tell them to read each description or meaning carefully so that they can picture the piece of furniture in their minds.

Optional activity: If they are in the classroom, bring pictures of pieces of furniture with their corresponding names in English and show them to your students or stick them on the board. Ask them not to look at the answers immediately.

After they have answered or finished the entire activity, have students read each statement with their answers. While students are reading each statement, identify and take note of pronunciation mistakes for further correction. Then, ask your students to listen to and repeat each statement carefully out loud.

**Supplementary Activity**

**Idiomatic Expressions**

An idiom is a particular word or expression whose meaning cannot be readily understood by either its grammar or the words used. Idiomatic expressions cannot be translated word for word without causing confusion.

Read and discuss each of the following idiomatic expressions related to furniture and household fittings. Are there in Spanish any equivalents?

1. **Brush under the carpet**
   If you brush something under the carpet, you are making an attempt to ignore it or hide it from others.

2. **Caught with your hand in the cookie jar**
   (USA) If someone is caught with his or her hand in the cookie jar, he or she is caught doing something wrong.

3. **Cupboard love** (UK) To show love to gain something from someone.

4. **Cut a rug**
   To cut a rug is to dance.

5. **Down the drain**
   If something goes down the drain, especially money or work, it is wasted or produces no results.

6. **Get out of bed on the wrong side**
   If you get out of bed on the wrong side, you wake up and start the day in a bad mood for no real reason.

7. **In his cups**
   If someone is in their cups, they are drunk.

8. **Lie like a rug**
   If someone lies like a rug, they lie to the point where it becomes obvious that they’re lying.
Procedures and methodology of Hands on!

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually to be handed in at the end of every unit.

In unit three, your students are to present you the project called “My monthly budget” on computer paper, either hand written or printed.

At the end of the unit, your students will be able to make a complete family monthly budget, including all the incomes and expenses of a month. Look at the sample.

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME:</strong></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>$</td>
</tr>
<tr>
<td>Bonuses</td>
<td></td>
</tr>
<tr>
<td>Interest Received</td>
<td></td>
</tr>
<tr>
<td>Investment/Dividend Income</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td><strong>INCOME SUBTOTAL</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>EXPENSES:</strong></td>
<td></td>
</tr>
<tr>
<td>Rent/Mortgage</td>
<td>$</td>
</tr>
<tr>
<td>Water/Sewer</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
</tr>
<tr>
<td>Cable/Internet</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td></td>
</tr>
<tr>
<td>Debt Payments (credit cards, etc.)</td>
<td></td>
</tr>
<tr>
<td>Transportation/Commuting (bus, gas, etc.)</td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
</tr>
<tr>
<td>Food/Groceries (include dining out)</td>
<td></td>
</tr>
<tr>
<td>Health Care (medical/dental/vision)</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td><strong>EXPENSES SUBTOTAL</strong></td>
<td>$</td>
</tr>
<tr>
<td>Income Minus Expenses</td>
<td>$</td>
</tr>
</tbody>
</table>

Take advantage of each Hands on! hint throughout the unit as well as the activities to be solved by your students related to this part of the project. These are called Hands on! from part 2A to 2F.

Advise your students to use formal English at all times throughout the monthly budget. And tell them that the template should be filled out following correct punctuation, capitalization and spelling rules. Make sure them to provide and write the correct names of the categories and sub-categories.
In Hands on! 2A, tell your students to keep track of the different clothing and accessories their family buys and how much money they spend purchasing these items in one month.

Tell your students to keep or file any receipt they get from their purchases in a folder so that they can have better control of the expenses in clothing, accessory items or any other kind of purchase. Tell your students that this is necessary to begin monitoring or controlling one kind of expense in their family.

In Hands on! 2B, tell your students to keep track of the clothes or accessories you buy to use for protection from the weather, especially if they buy umbrellas, raincoats, boots, sweaters or light clothes. Also, tell them to keep track of how much they spend on medicine or doctors visits when family members get sick because of the weather.

In Hands on! 2C, tell your students to keep track of how much your family spends on foods and goods bought in a month at the supermarket or store. Tell them to keep track of how many times or how often they go to the supermarket and buy enough food to last until the next week or go to the store every day to buy a few things.

In Hands on! 2D, tell your students to calculate the total monthly income of your family. Also, tell your students to calculate the total amount of expenses for one month.

In hands on! 2E, tell your students to keep track of the different monthly expenses their family has. Therefore, your students' families have to create their own monthly family budget form depending on the kinds of expenses they have. Also, advise your students to distribute all of their expenses in percentages (%) by using a pie chart or graph. Tell your students that they can use the given template which is presented in Activity seven.

In hands on! 2F, tell your students to keep track of how much their family spends monthly on purchasing or paying for the furniture and appliances that are in their homes. It is recommended to tell your students to look for help when necessary. If they do not know how to write something, they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary.

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

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

When they hand in their projects, ask your students to give a short oral report about their experiences in developing these kinds of tasks. Also, have you students present their projects and a short oral report in front of the rest of the class.
Unit 4

Special holidays

Unit concepts

This unit reviews the use of verb “be” in all its forms as well as in Wh- questions with all subject pronouns. At this point the present tense forms of verb “be” is used in a limited range of topics such as birthdays, holidays and dates so that students can practice all forms of this verb. Students get skills practice with reading, listening, speaking and writing tasks or activities.

This unit also reviews the present tense with auxiliaries “do” and “does” in Yes/no questions and Wh-questions with their corresponding affirmative and negative forms.

Also, this unit introduces the use of action verbs in all their forms in a meaningful context in English. It also presents the use of ordinal numbers which are introduced in context in a practical and systematical way.

Holidays, birthday activities, dates, days of the week, months of a year, ordinal numbers from 1st to 31st, and other vocabulary are introduced in context throughout the unit.

The unit three aims to let students learn how to use ordinal numbers, the days of the week and months of the year as well as talk about different local holidays and what activities are carried out on those special dates. In addition, students may practice how to ask about people’s birthdays, what they usually do on that special day, as well as when and where they were born. Finally, this unit lets students learn about some of the most important or common international holidays and what people usually do on those festivities. The context of these topics in different settings allows students to communicate in English in a meaningful way with even quite basic language.

Grammar

The verb “be” in simple present tense is reviewed: am, is and are. The verb to be is presented all subjects pronouns: I, you, he, she, it, we and they. The question words are introduced through the topics of birthday, holidays, celebrations, dates: When is your birthday?, What is the celebration?, Where is the celebration? Other question words are introduced and reviewed systematically throughout the unit.

The auxiliaries “do,” “don’t,” “does” and “doesn’t” are introduced with several verbs. This unit focuses on positive and negative statements and on questions with the question words. These question words are introduced through several topics throughout the unit.

Everyday English

Ordinal numbers from first to thirty first, names of the months, days of the week, specific names of some holydays and celebration are introduced. All of these will be presented and discussed in the Methodology section of each lesson.
Lesson 1

WHAT IS YOUR FAVORITE HOLIDAY?

Methodology

Motivation
You should ask your students if they know which are the most common celebrations or holidays in El Salvador. Ask them to say some names of these celebrations or holidays in English. Also, ask them to tell you if they know which celebrations and holidays are celebrated in their hometowns. Finally, ask them to tell you what are the most common activities people perform on these special days or events.

Before introducing lesson one, ask your students what their favorite holidays and celebrations are and ask them why. Tell something about your favorite holidays and a couple of reasons explaining why.

Methodological guidelines
Once your students have said something about their favorite holidays, you should ask them to read the conversation carefully to understand or grasp the main idea of it. Then, play or read the conversation again and ask students to close their books and listen to it carefully.

You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions in Activity one and then ask them to compare these with other classmates.

Ask students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the roles of the conversation.

Ask your students to read the information about the most commonly celebrated holidays in El Salvador in Enrich your vocabulary section.

Have students read the introductory paragraph, and then repeat each holiday out loud several times until they get familiar with their pronunciation and spelling.

Then, ask students to do Activity two individually. Tell them that they have read each statement carefully to choose the word that best completes it.

After some time, put students in pairs to compare and discuss their answers.
Optional activity: Ask one or two students to read each statement. Have the rest tell if the choices were correct or not.

Before having students read the article about five common holidays and feasts in El Salvador in Time to read section, tell them to look at the glossary to get familiar with new words. Then, ask them to read carefully to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know.

Optional activity: Before doing Activity four, you can have students listen to this article and have them repeat each line to practice pronunciation and intonation patterns.
Once they have read the complete article, have your students answer the questions in Activity three, and have them compare their answers. Motivate students not to look at the answer key before finishing the activity. You can have your students work in groups and assign them a specific role in the groups:

Assigning Roles in Group Work

For our task to be successful, we have to make sure that nobody is left out of the group and that everyone will have a simple defined role: many teachers have come up with different names for those roles but they are basically the same.

Here are a few:

Note Taker or Secretary
Presenter, Spokesman or Reporter
Timekeeper
Idea Generator
Noise Watcher
Speech Organizer

One can use these or invent her/his own roles. Nevertheless, we should always make sure that the roles do more or less fit the members’ personality and level and that they are not similar. Asking the shyest person in the group to be the spokesman is not always the best bet.

For more information about this topic see:
http://www.sendaiedu.com/pairgroupbm.doc

Remember that you should teach students learning strategies to optimize their own learning so that they will become independent learners.

Also, you can assign this activity so that your students can have more time to do it. Tell your students to learn all names of holidays and special celebrations first before doing this and other activities.

Before having your students go over the conversations, ask them a couple of questions as a pre-listening activity:

Do you celebrate Christmas?
Do you give presents on this holiday? To whom?
Do you believe in Santa Claus?

In the Conversation and more section, tell your students to read the conversation carefully to understand what the conversation is about. Then, tell them to read the questions in Activity five and answer them.
Tell your students to play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversations. If you are in the tutoring session, divide the class into two groups to take the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.

Optional activity: Have students listen to the conversation a couple of times and ask them to answer the questions and compare them with other classmates. If there is enough time, ask them to practice the conversation using their own information.

In Activity five, have your students answer the questions without looking at the answer key. Then, tell them to read the conversations again to double check their answers.

In the Enrich your vocabulary section, ask students to read the text called “Salvadoran typical food” carefully.

Have your students read and identify new words related to typical names of food or expressions and copy them into their notebooks for further use. Remind your students to keep track of new words to increase the number of learned words.

Once they have a good understanding of this text, ask your student to do Activity six. You can ask them to work in pairs to solve the activity.

In Activity seven have students answer the questions assigning roles in group work.

In the Language in use section, tell students to read, study, and pay attention to the question forms for asking and talking about special holidays. Have your students study the questions and possible answers several times if they are in the classroom.

This Language in use section also presents information about the rising and falling intonation patterns in English. Provide your students some feedback about the following information:

The normal intonation contours for questions in English use:

Final rising pitch for a Yes/No question:
Are you coming today?

Final falling pitch for a Wh-question:
When are you coming? Where are you going?

Using a different pattern typically adds something extra to the question. For example: falling intonation on a Yes/No question can be interpreted as abruptness. Rising intonation on a Wh-question can imply surprise or that you didn’t hear the answer the first time and are asking to have it repeated.

After that, ask your students to read and study the tables in which they can find different ways to use intonation patterns: rising and falling.

Have your students listen to and repeat each question carefully to imitate the intonation patterns.
In Activity eight, you can have your students decide which questions have falling or rising intonation. Then, put your students in pairs so that they can help each other. Tell your students to listen to each question carefully to check and compare their answers.

Optional activity: Have your students listen and repeat out loud each question before having students work in pairs.

In Activity nine, you can have your students complete each statement individually. You can even have students to get together in pairs to complete this activity. After a couple of minutes ask different students to read each complete statements, and ask the others tell if they are correct or not and why.

In Activity ten, have students answer the questions in groups. Tell your students to assign different roles in these groups so that everybody has a responsibility or task to do.

Optional activity: You can call the spokesperson from every group to share their group responses.

Assign Activity eleven so that your students can have enough time to provide more accurate and elaborated answers.

Finally, tell your students to review the whole lesson before trying to take the self evaluation section.

After answering the questions, ask them to check the provided answers. If they fail in answering some questions, suggest them to go over the sections which contain those items for reviewing them more carefully.
Lesson 2

WHAT’S THE DATE TODAY?

Methodology

Motivation

Ask your students if they know how to say or write the different days of the week in English. Ask them if they know how to say or write the month of the years in English. You should ask your students to tell you if they know how to write and say the dates in English properly.

Methodological guidelines

Before having students go over the Conversation and more section, you should ask them a couple of questions to activate their schema:

1. What is the most important holiday in El Salvador?
2. What is celebrated on May the tenth? What do you do on that day?
3. When is Labor Day? How is it celebrated?
4. What is Schema?
5. How do we activate schema?
6. Why is activating schema an important pre-listening activity?

Knowledge (or learning) is constructed from experience and stored in memory. We all have a uniquely personal store of knowledge gained through a lifetime of experiences.

This stored knowledge along with its storage structure is called schemata. This term is often used in its singular form - schema - that refers to an organized chunk of knowledge or experience, often accompanied by feelings or emotions associated with experience at the time the information was stored. For example, when someone mentions the word “exams,” your mind begins searching all the related information stored in memory. That information may include specific information you learned for exams, feelings associated with exams, or even sounds associated with taking an exam.

When students have little or no schema (background knowledge or prior experience) for a subject, comprehension is more difficult.

To activate schema before you listen, answer the following questions:

1. What do I know about the topic?
2. What do I expect the listening selection to be about?
3. What difficulties might I encounter while listening to this lecture?
4. What can I do to overcome these difficulties?

For more information see:

http://www.jillrobbins.com/gwu/251/listening/jsnyc.doc
Ask your students to listen to the conversation carefully to get familiar with the new vocabulary about the months and important holidays.

Have the students repeat each line of the two conversations several times, and then play the audio so that students can imitate the speaker’s pronunciation.

You can write some key words from conversation one and two on the board and have students repeat them out loud.

Optional activity: You can divide the whole class into two groups: A and B. These two groups will take turns, and you can even have some volunteers go to the front to perform the conversation. Put your students in pairs to work on Activity one.

In Enrich your vocabulary section, tell your students to read the information about the days of the week and the months of the year in English.

Tell them to pay close attention to the abbreviations used for these days and months. Tell your students to learn both the complete words and their corresponding abbreviations for further use.

Ask your students listen to, read and repeat each word as many times as possible. Remind them learn these new words which will be used throughout the unit.

Once your students have a good management of this new vocabulary, have them do Activity two. Put your students in pairs to compare, help each other and discuss their answers in Activity three.

In the Time to read section, you should advise students read the article about New Year’s Eve several times to understand and take out the principle or main ideas.

Once the students have the general idea of the text, tell them to do Activity four. Advise them to look at the answer key just to find out if they have some wrong answers. Tell them to go over the text again to double check their reading comprehension.

Optional activity: You can have your students listen to the article carefully without reading it. This is done to practice listening comprehension.

Assign your students to do Activity four individually. Encourage them not to look at the answer key automatically.

You can have students work in pairs to help each other or compare their answers.

Assign your students to do Activity five at home so that they can have more time to write their description, and ask them to bring it to the next class or tutoring class.

In the Conversation and more section, have students listen to the conversation about the Day of the Cross carefully to understand and get familiar with new vocabulary.
Optional activity: As a pre-listening activity you can ask your students the following questions:

When is the Day of the Cross celebrated?
Do you celebrate that special day?
Do you know the origin of this celebration?

After listening to or reading the conversation a couple of times, have your students try to do Activity six individually. You can write the words on the board to avoid having students read the conversation to complete the task.

Once they have done this, tell them to listen to the conversation again. Play the audio so that students check their work, and then ask your students to repeat every line of the conversation to practice pronunciation and intonation.

Have your students work in pairs to answer the questions in Activity seven. If there is enough time, have them ask and answer each question.

You can have your students compare and discuss their answers in Activity eight in groups using Cooperative Learning Group Work guidelines. If they are in the tutoring session, ask them to practice the conversation in pairs taking turns. After that, you can even ask them to act out the conversation in front of the class.

In Activity nine, have your students work individually to match the pictures with their corresponding holidays.

In Activity ten, have your students work in pairs to write the date in which those celebrations take place in El Salvador.

Students must keep track of new vocabulary for further use or reference for their own progress.

Before presenting the Language in use section, remind your students about the importance of recognizing the English language structure patterns when writing dates. Tell your students to keep these patterns in mind all the time because they have to apply and use them throughout the rest of the units.

Have your students read and study the information about dates carefully. Tell them to pay attention to the order of the elements that compose the dates in American English.

Tell them to take their time to analyze the structure: the sequence of elements in a date and the examples because they will use them in the next activities.

Assign Activity eleven as homework. Tell your students that they have to investigate the most important holidays in El Salvador including the dates and the activities which are practiced during those celebrations.

Assign your students to do Activities twelve to sixteen as homework for the next class.

Optional activity: This homework can be used for an oral report or group presentation. You can evaluate that presentation using a rubric which can be given to your students in advance.
See the sample:

<table>
<thead>
<tr>
<th>Categories</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Student’s presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>Elocution</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
</tbody>
</table>

If you want more samples or information about rubrics see:
Lesson 3

WHERE IS THE PARTY?

Methodology

Motivation
Ask students if they know how to say or write ordinal numbers from first to thirty first in English. After that, ask them if they know the names of the street and avenues, or the numbers of the avenues or street. Have your students tell you if they know how to say dates in English. Finally, ask your students in what context or situations of everyday life they use ordinal numbers.

Methodological guidelines
Assign your students to read, listen to, and study the conversation carefully, and then ask them to answer the questions in Activity one.

If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of the dates, names and numbers of streets and avenues.

Divide the class into two groups to practice the conversation. Play the audio for several times and ask students to repeat each line carefully.

As a post-listening activity, you can ask your students work in small groups answering the following questions:
Do you work?
Does your company or office celebrate this special day?
When do they usually celebrate this holiday?
How do they usually celebrate it?

In the Enrich your vocabulary section, you should tell students to read the introductory paragraph about ordinal numbers in English. Then, study the chart and learn how these numbers are written, pronounced and used.

Then tell them to listen to and repeat each ordinal number several times.

Optional activity: Have your students read the columns to practice their pronunciation. After listening to and repeating these numbers, suggest that your students go over Activity two to check their learning progress.

You can have your students ask and answer these questions taking turns. Go over them to check pronunciation errors.

Put your students in pairs to do Activity three, and have them practice the pronunciation of those ordinal numbers.
Methodology Guide

Pre-Reading Stage or Phase
You can ask students the following questions as a pre-reading activity:
When is Holy Week celebrated?
Which are the most important days in that week?
What typical food do people eat during that special week?
How do people celebrate that week?
Do you celebrate that week?

In the Time to read section, tell your students to listen to the article called “Holy Week” without reading it. This can be done so that your students get familiar with or get to know what the text is about.

Have your students read the complete article, and remind your students not to stop to look up the meaning of new vocabulary but to read for overall comprehension.

Tell your students to do Activities four and five by themselves. Tell them not to look at the answer key automatically.

Optional activity: You can have your students work in pairs or in small groups to help one another. In Activities four and five, have your students work individually first.
Then, have them ask and answer these questions with another classmate to practice.

Pre-listening Stage or Phase
You can ask students the following questions as a pre-listening activity:
Do you know any mountain hotel?
Where is it?
Do you know Entre Pinos Mountain hotel?
What is it like?

In the Conversation and more section, have students listen to the conversation about a hotel room reservation carefully to understand and get familiar with the vocabulary and the topic.

After a couple of times, have them try to answer the questions from the conversation in Activity six individually.

Once they have done this, tell them to listen to the conversation again. After that, play the audio so that students can repeat each line of the conversation to practice pronunciation.

Optional activity: Have your students role play the conversation providing their own information. If you have time, have them perform the conversation in front of the class.

Have your students compare and discuss their answers for Activity six.
In the Enrich your vocabulary section, tell your students to read the information about the most common ways to express or say dates in English carefully. Once your students have read and learned the spoken and written forms, ask them to practice saying and writing today’s date. After that, tell your students to study and learn the ways to say or express the years in English.

Have your students listen to and repeat each year and date.

Once your students have learned the way English speakers express or say the dates and years, tell your students to work on Activity seven.

In Activity eight, put your students in pairs to write the correct dates in words to those special holidays in English.

The Language in use section introduces the correct use of the preposition of time: at, on and in context.

Tell your students to go over the examples in the chart provided so that they can get clear ideas about the use of these prepositions of time. You can have your students practice the pronunciation of these words. Tell your students to read the provided examples using the prepositions of time.

Once students have gotten familiar with the correct use of these prepositions of time, have them do Activity nine.

In Activity ten, you can put them in pairs or in small groups to complete each statement.

In Activity eleven, you can have your students work in small groups to discuss and answer all questions in this activity.

Don’t forget to tell your students to assign specific roles to each member of the group.

Optional activity: Have your students go over the questions in Activity eleven. Spend some time providing the correct intonation of this type of question and the pronunciation of key words. Once students have gotten familiar with the questions and answers, have them practice several times.

At the end of this activity, ask your students to express if they have any doubt or questions about this particular topic.

After that, have students do Activity twelve individually or in pairs.

Optional activity: Assign your students to do Activity twelve as homework to be presented in the next class or tutoring session. Remind your students to study regularly and develop and create study habits which can accelerate their learning process.
Fourth Unit

Lesson 4

WHAT DO YOU DO ON YOUR BIRTHDAY?

Methodology

Motivation
Ask your students if they know which special events, celebrations and holidays Salvadorans celebrate. Ask your students if they celebrate family members birthdays. Also, ask your students which other special events their families usually celebrate. Finally, ask your students if they know how to say and ask for someone’s age in English.

Methodological guidelines
As a pre-listening activity in the classroom, you can ask your students the following questions:
Do you know which question is used to ask for someone’s birthday in English?
Do you celebrate your birthday?
How do you celebrate it?
Do people give you gifts on your birthday?
What do people usually give you on that special day?

If your students don’t know how to answer these questions in English, brainstorm and copy the words from their responses on the board. This is used to introduce some of the vocabulary students will practice throughout this section and the unit.

Tell your students to play the audio of the conversation a couple of times without reading it so that they can get familiar with it. You can even ask them to say what they remember about this conversation. This can be done if they are at home.

Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary about birthdays. Then, ask your students to do Activity one to check their listening and reading comprehension, or have your students work to answer the questions without reading the script.

If they are in the tutoring session, motivate your students to practice the conversation in pairs. Check mistakes in pronunciation and intonation and provide positive feedback.

In the Enrich your vocabulary section, you should ask your students to read the introductory paragraph about celebrations and special events carefully.

Then you can tell them to listen to, read and repeat each special event carefully. Tell them to imitate the speaker’s pronunciation and memorize the correct spelling of the most common celebrations or special events in English.

In class, you can even dictate or spell different names of these special events in English so that students can practice enough before going over the next activity.
After that, tell students to do Activity two. Tell your students to take their time answering the activity carefully.

In class, match your students to work in pairs to compare and discuss their answers. In Activity three, have you students work in groups to discuss and answer all questions. Remind them to assign special roles to each member of the groups. Tell your students that these roles must be played by everybody and these roles must be switched or rotated.

Before introducing the article called “La Quinceañera” in the Time to read section, ask them the following questions as a pre-listening activity:

Do you or your family celebrate a girl’s 15th birthday?
How do people celebrate this special event?
Do people give presents to the birthday girl?
Is there always a party for this kind of celebrations?

Optional activity: As a pre-reading activity, provide your students a graphic organizer so that they can complete it with words or aspects related to a girl’s fifteenth birthday:

In the Time to read section, you should advise students to read the article several times to understand and take out the principle or main idea.
Tell your students to apply the scanning or finding the main idea reading techniques.

Once the students have the general idea of the text, tell them to do Activity five.
After that, have students listen to the article carefully without reading it. This is done to practice listening comprehension, or have them repeat each line of the article.
In the Conversation and more section, assign your students to read the conversation carefully to get familiar with the vocabulary. Then, ask your students to do Activity six to check their listening and reading comprehension.

Also, if your students are in the tutoring session, have them listen to the conversation carefully. Tell them to listen to it several times, and then suggest that they to answer the questions in Activity six without looking at the answer key automatically. Match students to practice the conversation by taking turns. Tell them not to spend too much time looking up new words when studying, reading or practicing the conversations for comprehension. Since the idea of this section is to develop their listening and reading skills, they must focus on comprehension rather than on specific words or phrases they do not know.

In the Enrich your vocabulary section, have your students read and study the table of celebrations with their definitions to get familiar with the new of vocabulary.

In the Conversation and more section, tell your students to listen to and read the conversation carefully. Then, tell them to do Activity seven.

In the Language in use section, have your students read and study how to make affirmative and negative sentences and informative questions in present tense carefully. If your students need some extra explanation about the spelling and pronunciation of the third person singular, provide it in a simple way.

After studying the charts carefully, assign your students do Activity eight. Tell them not to look at the answers automatically.

In the Time to read section, have your students listen to and read the article about Christmas carefully.

Remind your students to apply some reading strategies or techniques in this section.

If you are in class, have students work on Activity nine in pairs to help one another and go around the room to provide help as needed.

In Activity ten, have your students work in small groups for answer the question using the principles of group work and Cooperative Learning Approach.

Advise your students not to do the self evaluation section until they have learned and managed most of the information provided in this lesson.
Lesson 5

WHERE IS THANKSGIVING CELEBRATED?

Methodology

Motivation
Ask students if they know which are the most important American holidays in the United States of America. Then, ask them to tell you as many international celebrations as possible and copy them on the board. Also, ask them if they know how people celebrate those special days. Finally, ask your students if they know why Thanksgiving is celebrated in the United States of America.

Methodological guidelines
Before reading the conversation, ask students to answer the following questions in English as a pre-listening activity:
When is Thanksgiving Day?
Where is it celebrated?
How do Americans celebrate this special day?
Do you celebrate this holiday?

You can ask your students these questions as a brainstorming activity and copy the words on the board.
Ask your students to listen to and read the conversation carefully several times before answering Activity one. If they are in the classroom, ask them to work in pairs to help each other, and have them practice the conversation as well.

In the Enrich your vocabulary section, tell your students to read the introductory paragraph about American holidays carefully.
Have students listen to and repeat each American holiday carefully so that they can get familiar with their spelling as well as their pronunciation.
Tell your students to work on Activity two individually first. Then, have your students work in pairs to compare and discuss their answers.
Before introducing the Time to read section, present your students the following chart called KWL as a pre-reading activity:
This is an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students’ prior knowledge by asking them what they already know; then students (collaborating as a classroom unit or within small groups) set goals specifying what they Want to learn; and after reading students discuss what they have Learned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities.
### Methodology Guide

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I KNOW</strong></td>
<td><strong>What I WANT to Know</strong></td>
<td><strong>What I LEARNED</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>After reading the text and “learning” the material, go back to the “K” column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct. Then go to the “W” column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
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<td>4.</td>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

For more information about KWL chart you can see:

http://www.readingquest.org/strat/kwl.html


http://www2.scholastic.com/browse/lessonplan.jsp?id=596

In the Time to read section, ask your students to read the article about Thanksgiving Day carefully to get the general idea of it.

Once they have finished reading the article, put students in pairs to work together on Activity three so that they can help each other.

In the Conversation and more section, assign your students to read each statement because they have to put those statements in the correct order in Activities four.

If your students are in the classroom, you can have work in pairs to do Activities five and six.

In Activity seven have students work in groups to answer the questions in both oral and written forms.

Have spokespersons from each group tell their group’s opinions and give feedback as necessary.
In the Enrich your vocabulary section, have your students read the list of the most common international holidays celebrated in December.

Tell your students listen to and repeat each international holiday from the chart carefully. Then, ask them to memorize, learn or internalize the list of holidays.

Ask your students not to do Activity eight until they have learned most of the information about holidays.

Ask your students not to look at the answers automatically. Tell them to double check their answers by reading each line carefully as many times as necessary.

Before introducing the new content in the Language in use section, explain to your students that there are action verbs which are divided into two groups: transitive and intransitive verbs. Ask them if they know something about this topic.

The objective of the Language in use section is to introduce the use of action verbs in the simple present tense of some regular and irregular verbs in English.

Spend some time explaining use and make sentences with these action verbs.

Ask your students to read and study the first table carefully. Tell them to pay attention to the order or sequence of the words.

You can write the following formulas on the board about the use of action verbs:

Subject + transitive verb + object + complement

Subject + intransitive verb + complement

After that, ask your students to study the second table carefully. Tell them to pay attention to the list of common action verbs.

Optional activity: As a group tell them to listen to and repeat each action verb.

Afterward, you can have your students do Activity nine in pairs or small groups so that they can work together to share, compare and discuss their ideas.

In the Time to read section, tell your students to read the passage about Mexico’s Day of the Dead carefully.

Once your students have read and understood this reading passage, tell them to go over Activity ten.

Optional activity: Tell your students to listen to each line of the text carefully so that they can have a mental picture of what the text is about.

In Activity eleven, tell your students that they have to understand each meaning before choosing one response. You can tell them to answer or guess each statement before selecting any given option.

After that, tell your students to work in pairs to compare and discuss their answers.
Procedures and methodology of Hands on!

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually to be handed in at the end of every unit.

In unit four, your students are to present you the project called ‘An important place in my country’ on computer paper, either handwritten or printed.

At the end of the unit, your students will be able to make a complete report or description of all the festivals and activities which are carried out in their hometowns during a year.

Look at the sample.

Name of the place:
Location:

<table>
<thead>
<tr>
<th>Month of the year</th>
<th>Days</th>
<th>Holiday / Celebration</th>
<th>Location / Address</th>
<th>Description of activities</th>
</tr>
</thead>
</table>

Take advantage of each Hands on! hint throughout the unit as well as the activities to be solved by your students related to this part of the project. These are called Hands on! from part 3A to 3E.

Advise your students to use formal English throughout the report of hometown festivities. And tell them that the template should be filled out following punctuation, capital and spelling rules. Make sure to ask them to provide and write the correct names of categories and sub-categories.

In Hands on! 3A, tell your students to brainstorm and make a list of all festivals and holidays that are celebrated in their hometowns. You should tell your students to include those that are celebrated on a national level, like Independence Day, and those festivals that are unique and one of a kind to where they live.

Tell your students to keep or file any relevant detail or information about their hometown festivities. Tell your students that it is necessary to begin monitoring or controlling or asking about these special events that take place in their hometowns.

In Hands on! 3B, tell your students to take a little more time to double check their list of holidays and festivals. Advise your students go through the months of the year one by one. Tell your students not to forget any. Tell your students that it might be helpful to them to make a table similar to the one in Activity 11, page 161.

Unit concepts
In Hands on! 3C, tell your students to continue the project. Advise your students to make their list or table more complete. Tell your students to say in which dates these festivals and holidays are celebrated and when and where they are celebrated (in which street, church or place these are celebrated, etc).

In Hands on! 3D, tell your students to include writing descriptions of what each festival or holiday includes. Ask your students to tell if there is a parade or music and how the people get involved. Tell your students to include all the activities that are carried out and if any special foods are eaten.

In Hands on! 3E, tell your students to mention which holidays are celebrated on an international level and if these holidays are the same in every country or if they are different in El Salvador and your hometown.

It is recommended to tell your students to look for help when necessary. If they do not know how to write somethings they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary.

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

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

When they hand in their project, ask your students to give a short oral report about their experience in developing this kind of task. Also, have you students present their projects and a short oral report in front of the rest of the class.
Unit 5
You made my day!

Unit concepts
This unit introduces the use of the past simple tense in Yes/No questions and Wh-word questions as well as affirmative and negative statements with the all subject pronouns. At this point, the past tense is used in a limited range of verbs so that students can practice and get familiar with this tense. Students get skills practice with reading, listening and writing tasks or activities.

This unit also reviews the present tense with auxiliaries ”do” and ”does” in Yes/no questions and Wh-word questions with their corresponding affirmative and negative forms.

Also, this unit introduces the use of adverbs of frequency in meaningful context. It also presents the use of some expressions of time and prepositions of time which are introduced in context in a practical and systematical way.

Daily activities, hobbies and entertainment, as well as time expressions and other vocabulary are introduced in context throughout the unit.

Unit five aims to let students learn how to ask and tell the time as well as talk about different activities or routines that they perform every day. In addition, students learn how to ask about people’s hobbies and leisure time activities. Finally, this unit lets students learn how to use vocabulary and structures in order to talk about daily routines and schedules, as well as use of past tense verb forms to express past activities. The context of these topics in different settings allows students to communicate in English in a meaningful way with even quite basic language.

Grammar
The simple past tense is introduced. The auxiliary ”did” is presented in Yes/No questions and Wh-questions. The question words are introduced through the several topics: When did he come here?, What did you do?, Where did she go? Other question words are introduced and reviewed systematically.

The auxiliaries ”do”, ”don’t”, ”does” and ”doesn’t” are introduced with several verbs. This reviews positive/ negative statements and questions with the question words. These question words are introduced through the topic of daily activities, free time activities, hobbies and time throughout this unit.

Everyday English
Daily activities, free time activities, hours or parts of the day, and names of hobbies are introduced. All of these will be presented and discussed in the Methodology section of each lesson.
Motivation
You should ask your students if they know how to tell or ask for the time in English. Ask them to say the different hours or parts of the day in English. Also, ask them to tell you if other countries around the world have different hours or time in comparison to El Salvador’s. Finally, ask them to tell you what the most common daily or weekly activities they perform are.

Methodological guidelines
Before introducing this new topic, ask your students the following questions as a pre-listening activity:
Do you work?
Where do you work?
Where is your office?
Do you work on Saturdays?
Do you work on Sundays?

Once your students have said something about their jobs or workplace, you should ask them to read the conversation carefully to understand or grasp the main idea of it. Then, play or read the conversation again and ask students to close their books and listen to it carefully.

You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions in Activity one and then ask them to compare these with other classmates.

Optional activity: Ask your students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the roles of the conversation.

In the Enrich your vocabulary section, have students read the introductory paragraph, and then repeat each time expression several times until they get familiar with their pronunciation and spelling.

Then, ask students to do Activity two individually. Tell them that they have read each statement carefully to choose the word that best completes it.

Ask one or two students to read each statement, and have the rest tell if the choices were correct or not.
Before having students read the article called “How to Deal with Time Differences When You Live Abroad” in the Time to read section, tell them to look at the glossary to get familiar with new words. Then, ask them to read carefully to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know.

After doing Activity four, you can have your students listen to this article, and have them repeat each line to practice pronunciation and intonation patterns. You can have your students work in groups and assign them specific roles in the groups:

- Note Taker or Secretary
- Presenter, Spokesman or Reporter
- Timekeeper
- Idea Generator
- Noise Watcher
- Speech Organizer

You should always make sure that the roles do more or less fit the members’ personality and level.

Remember that you should teach students learning strategies to optimize their own learning so that they will become independent learners.

Optional activity: Before having your students go over conversation 1, ask them these questions as a pre-listening activity:

- Where are you originally from?
- Do you travel by bus to your hometown?
- What time do you usually go to your hometown?

In the Conversation and more section, tell your students to read the conversations carefully to understand what the conversations are all about.

Tell your students to play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversations.

If you are in the tutoring session, divide the class into two groups to take the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.

Have your students do Activity four in pairs to discuss their answers.

In Activity five, have your students work in small groups to discuss their answers.

Group discussions occur in many different formats – from very informal ones between friends to highly structured and challenging discussions included as part of a selection process. In both cases, there are a number of specific skills that we can help our students develop to become better able to contribute effectively to group discussions.
For more information about group discussion see:
http://www.teachingenglish.org.uk/think/articles/group-discussion-skills
http://www.freshershome.com/group-discussion.php
http://www.humanities.manchester.ac.uk/studyskills/groups/discussion/

In conversation 2, have your students listen to the conversation a couple of times and ask them to answer the questions in Activity six. If there is enough time, ask them to practice the conversation using their own information.

Optional activity: In Activity six, have your students answer the questions without looking at the answer key. Then, tell them to read the conversations again to double check their answers.

In the Language in use section: Telling the time part 1, tell students to read, study, and pay attention to the questions used to ask for the time in English.
Tell your students to listen and repeat out loud each question for several times until they get familiar with them.
After that, tell your students to read and study the chart about two ways to tell someone what time is.
Have your students listen to and repeat each time if they are in the classroom.

In the Language in use section: Telling the time part 2, tell your students to study the table of rules for telling the time in English carefully.
Once your students have managed how to write the time correctly, tell them to do Activity seven.
If your students do not remember how to write specific time (hour) in numbers, ask your students to read and study the tables once again, in which they can find different ways of writing and telling the time.
In Activity eight, you can have your students write the times in words. You can also put your students in pairs so that they can help each other.
Then, tell your students work in pairs to check and compare their answers.
In Activity nine, you can have your students match times individually.
Optional activity: You can have students get together in pairs to complete this activity.
In Activity ten, have your students complete each statement correctly.
Optional activity: After a couple of minutes, ask different students to read each complete statement, and ask the others say if they are correct or not and why.
In Activity eleven, have students answer the questions in groups. Tell your students to assign different roles in these groups so that everybody has a responsibility or task to do.
You can call the spokesperson from every group to share their group’s responses.
Fifth Unit

Lesson 2

WHAT DO YOU DO IN THE MORNING?

Methodology

Motivation
Ask your students to tell you which activities they perform in the morning. Then, ask them to tell you which principal or main activities they perform during a week. Ask your students if they know how to distribute their time efficiently. Finally, ask them if they know how to say or write some expressions used to express the frequency of daily activities in English.

Methodological guidelines
Before having students go over the Conversation and more section, you should ask them a couple of questions to activate their schema:

1. What time do you usually wake up everyday?
2. What time do you go to school/work?
3. Do you eat breakfast before going to school/work?

Remember: Activating schema is an important pre-listening activity.
Knowledge (or learning) is constructed from experience and stored in memory. We all have a uniquely personal store of knowledge gained through a lifetime of experiences.

Ask your students to listen to the conversation carefully to get familiar with the new vocabulary about daily activities.

Have the students repeat out loud each line of the two conversation several times, and then play the audio so that students can imitate the speaker’s pronunciation.

You can write some key words from conversation one and two on the board and have students repeat out loud:

Wake up
What time is it?
The store opens…
Iron your clothes
Today is my day off

Optional activity: You can divide the whole class into two groups: A and B. These two groups will take turns, and you can have some volunteers go to the front of the classroom to perform the conversation.
Put your students in pairs to work on Activity one. You can have your students answer the questions orally.

In the Enrich your vocabulary section, tell your students to read the information about the most common daily activities, part 1.

Tell them to pay closely attention to the pronunciation and spelling for these activities.

Tell your students to learn both pronunciation and spelling of each daily activity in English.

Optional activity: Ask your students to listen to, read and repeat each daily activity carefully as many times as possible, and remind them learn these new words which will be used throughout the unit.

Once your students have a good management of this new vocabulary, have them do Activity two.

Put your students in pairs to help each other and discuss their answers.

You can ask your students to work in small groups to ask and answer these questions orally.

In the Time to read section, you should advise students to read the passage about a daily activity narration several times to understand and take out the principle or main ideas.

Once the students have the general idea of the text, tell them to do Activity three.

Advise them to look at the answer key just to find out if they have some wrong answers. Tell them to go over the text again to double check their reading comprehension.

Have your students listen to the second narration carefully and ask some questions while they are listening to the narration. This is done as a while-listening activity to practice listening comprehension.

While listening stage or phase

The purpose of while-listening activities

While-listening activities are what students are asked to do during the time that they are listening to the text. As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language.

The nature of while-listening activities

While-listening activities should be interesting, so that the students feel they want to listen and carry out the activities. Part of the interest can stem from the topic and the content of what is said, and the listening text should be chosen with the interest of the students in mind.

For more information about this topic see:


You can have your students listen to narration number two completely first. The second time, make a pause so that your students can have time to answer each question on the spot. Then, have your students listen to the passage a third time to check their answers.

Optional activity: Assign your students to do Activity four individually. Encourage them not to look at the answer key automatically.

In the Conversation and more section, have students listen to the conversation about an interview carefully without reading the script to understand and get familiar with new vocabulary.

Optional activity: As a post-listening activity, you can ask your students the following questions:
What time do you usually get up? Why?
What time do you get to work?
What time do you get off of work?
What time do you go to sleep?

Post-listening activities
The post-listening stage is where the teacher can determine how well the students have understood what they listened to.
One important point to keep in mind is whether we are testing the students’ listening comprehension or their memory.
It is more common for people to understand more than they can remember.

Some types of post-listening activities:
Multiple choice questions
Answering questions
Note-taking and gap-filling
Dictogloss

Multiple choice questions: Compare Exercise A and Exercise B
Answering questions: Open-ended questions and inference questions can be asked
Note-taking and gap-filling: for a summary of the text

Dictogloss:
Preparation: briefly talking about the topic and key words
Dictation: for two times, first time focusing on the meaning and second time taking extensive notes
Reconstruction: working in pairs/groups, reconstructing the text
Analyzing and correction: comparing their own version with the original
Summary on post-listening activities:
Don’t demand students to remember more details than a native-speaker would in a real-life situation.
Don’t spend too much time giving students practice with traditional test-taking questions.
Integrate listening tasks with speaking and writing.

In the Enrich your vocabulary part 2 section, tell your students to read and learn the list of activities which can take place throughout the day in English.

Optional activity: Have your students listen to and repeat each group of activities. Or have your students tell or say how many of those things they do and which ones.
You can have your students compare and discuss their answers in Activity six in groups using Cooperative Learning Group Work guidelines.

In Activity seven, have your students work individually to match the pictures with the written daily activities.
Students must keep track of a new vocabulary list for further use or reference or for their own progress.

Before presenting the Language in use section, remind your students about the importance of recognizing the English language structure patterns when asking about daily activities. Tell your students to keep these patterns in mind all the time because they have to apply and use them throughout the rest of the units.
Have your students read and study the information about how to make question to know what people do in a specific day or specific time or moment of the day. Tell them to pay attention to the order of the elements that compose these kinds of questions as well as the ways they can be answered.
Tell your students to take their time to analyze the structure, the sequence of elements in questions or statements, because your students will use them in the next activities.
Assign Activity eight as homework. Tell your students that they have to investigate the questions and their possible answers carefully so that they can match them properly. You can also assign your students to do Activities nine and ten as homework for the next class.

In Activity eleven, have your students read the daily activity narration carefully.
After that, have your students answer the questions according to the narration.
You can even have your students ask the same questions to each other so that they can provide their own answers or personal information.
Fifth Unit

Lesson 3

HOW OFTEN DO YOU GO OUT WITH YOUR FAMILY?

Methodology

Motivation

Ask students if they have a daily, weekly or monthly routine. After that, ask them if they know how to express it either in an oral or written form in English. Ask your students to tell you if they elaborate their own schedule or agenda in their social, labor and family life. Finally, ask your students to tell you the frequency in which they plan their monthly activities.

Methodological guidelines

Assign your students to read, listen to and study the conversation carefully, and then ask them to answer the questions in Activity one without looking at the answer key automatically. If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of the adverbs of frequency and all the activities.

Divide the class into two groups to practice the conversation: group A and group B.

Play the audio several times and ask students to repeat each line carefully.

As a pre-listening activity, you can ask your students to work in small groups answering the following questions:

Do you eat out with your family?
How often do you eat out?
When do you usually go?
Where do you usually go?

In the Enrich your vocabulary section, you should tell students to read the introductory paragraph about adverbs of frequency in English. Then, study the chart and learn how these adverbs are written, pronounced and used. Tell them to listen to and repeat each adverb of frequency several times.

Optional activity: Have your students listen to and repeat each example where adverbs of frequency are used in context.

After listening to and repeating these statements, suggest that your students go over Activity two to check their learning progress.

You can even have your students ask and answer these questions taking turns. Go over them to check pronunciation errors.
Pre- Reading Stage or Phase
You can ask students the following questions as a pre-reading activity:
What time do you usually get up?
Do you always get up early?
What do you often do at noon?
What time do you usually go to bed?

In the Time to read section, tell your students to listen to the article without reading it. This can be done so that your students get familiar with or get to know what the text is all about.

Have your students read the complete article, and remind your students not to stop to look up the meaning of new vocabulary but to read for overall comprehension.

Tell your students to do Activity three by themselves. Tell them not to look at the answer key automatically.

Optional activity: You can have your students work in pairs or in small groups to help one another.

Assign your students Activity four so that they can have more time to write their complete daily routine in English

In the Conversation and more section, have students listen to the conversation carefully to understand and get familiar with the vocabulary and the topic.

After listening to the conversation a couple of times, have them try to answer the questions from the conversation in Activity five individually.

Optional activity: Once they have done this, tell them to listen to the conversation again. After that, play the audio so that students can repeat each line of the conversation to practice pronunciation.

Post-listening questions:
What time do your neighborhood’s shops open?
What time do most of your neighbors eat dinner?
What do you usually do from 12 to 2 p.m.?
Does the local movie theater show English movies?

In Activity six, have your students match the questions with their corresponding answers first. Then, put your students in pairs to do Activity seven.

In the Enrich your vocabulary section, tell your students to read the introductory paragraph about a timetable or schedule in English carefully.

Once your students have read and learned the way a schedule is divided, composed or made, ask them to read the next timetable before doing Activity eight.

After that, tell your students read the timetable about John, Jim and Luis carefully.
Have your students do Activity eight in pairs or small groups so that they can help one another.

In Activity nine, put your students in pairs to write their weekly routine in the provided schedule.

The Language in use section introduces the correct use and position of the adverbs of frequency in English.

Tell your students to go over the examples of the chart provided so that they can get clear ideas about the use and position of these adverbs of frequency. You can have your students practice the pronunciation of these words.

Tell your students to read and study the chart of adverbs of frequency in questions forms. Ask your students to read and repeat all questions with their corresponding possible answers.

Once students have gotten familiar with the correct use and position of these adverbs, have them do Activity ten.

In Activity ten, you can put them in pairs or in small groups to complete each statement.

In Activity eleven, you can have your students work in small groups to rewrite each statement by adding a frequency adverb that makes each statement true for them.

Optional activity: You can ask students to make questions out of each statement provided in Activity eleven.

Example:

1. I play video games in the morning.

How often do you play video games in the morning?

Then, you can have your students ask one another these questions orally. Spend some time providing the correct intonation of this type of question and the pronunciation.

At the end of this activity, ask your students to express if they have any doubt or questions about this particular topic.

After that, have students do Activity twelve individually or in pairs.

Optional activity: Assign your students to do Activity twelve as homework to be presented in the next class or tutoring session. Remind your students to study regularly and develop and create study habits which can accelerate their learning process.
Lesson 4

WHAT ARE YOUR FAVORITE HOBBIES?

Methodology

Motivation
Ask your students to tell which hobbies and past time activities they have. Ask your students to tell you what activities they do or perform in their free time. Also, ask your students which social, cultural or sports activities they practice in their free time. Finally, ask your students if they know how to say or write their hobbies, social and cultural activities in English, as well as if they know how to ask for someone’s hobbies.

Methodological guidelines
As a pre-listening activity in the classroom, you can ask your students the following questions:
- Do you have any hobbies?
- Which is your favorite hobby?
- Do you know how to make origami?
- Do you know how to make figures with clay?

If your students don’t know how to answer these questions in English, brainstorm and copy as many words as possible from their responses on the board. This is used to introduce some of the vocabulary students will practice throughout this lesson and the unit.

Tell your students to play the audio of the conversation a couple of times without reading it so that they can get familiar with it. You can ask them to say which hobbies they heard in this conversation.

Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary about hobbies. Then, ask your students to do Activity one to check their listening and reading comprehension, or have your students work to answer the questions without reading the script first.

If they are in the tutoring session, motivate your students to practice the conversation in pairs. Check mistakes in pronunciation and intonation and provide positive feedback.

In the Enrich your vocabulary section, you should ask your students to read the introductory paragraph about hobbies and other recreational activities in English carefully.

Then you can tell them to listen to, read and repeat each hobby or recreational activity carefully. Tell them to imitate the speaker’s pronunciation, and memorize the correct spelling of the most common celebrations or special events in English.
In class, you can play the Spelling Bee game to practice the names of these hobbies in English so that students can practice enough before going over the next activity.

After that, tell students to do Activity two. Tell your students to take their time answering the activity carefully.

In class, match your students to work in pairs to answer, compare and discuss their answers. Tell them to look at each picture carefully and try to identify the hobby or recreational activity the person is performing.

Optional activity: In Activity two, have your students work in groups to discuss and answer all questions. Remind them to assign special roles to each member of the groups. Before introducing the article called “Origami” in the Time to read section, have the class complete the KWL chart as a pre-reading activity:

Remember that you have to activate your students’ prior knowledge by asking them what they already know; then students (collaborating as a classroom unit or within small groups) set goals specifying what they want to learn; and after reading, students discuss what they have learned.

<table>
<thead>
<tr>
<th>K</th>
<th>What I KNOW</th>
<th>W</th>
<th>What I WANT to Know</th>
<th>L</th>
<th>What I LEARNED</th>
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</table>

After reading the text and “learning” the material, go back to the “K” column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.

Then go to the “W” column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.

After that, have your students read the complete article once again to do Activity three. Tell your students not to look at the answer key immediately but to re-read the article again to double check their responses.
In Activity four, have your students work in small groups to answer the question using the principles of group work and Cooperative Learning Approach.

Optional activity: You can tell your students to create original conversations using the questions provided in Activity four. If there is enough time, ask your students to perform these conversations in front of the class.

In the Conversation and more section, assign your students to read the conversation carefully to get familiar with the vocabulary. Then, ask your students to do Activity five to check their listening and reading comprehension.

Also, if your students are in the tutoring session, have them listen to the conversation carefully. Tell them to listen to it several times, and then suggest that they answer the questions in Activity five without looking at the answer key automatically. Match students to practice the conversation by taking turns.

In the Time to read section, have your students read the passage carefully to know what the text is all about.

Remind your students to use reading techniques to optimize their reading comprehension progress.

Have your students do Activity six. Recommend that your students read the text once again before doing this activity.

As post-reading activity, you can ask or post the following questions to generate group discussion:

Are you a couch potato? Why?
Do you know a friend or relative who is couch potato?
How do you spend your free time?

In Activity seven, have your students decide which hobby each description is about. Tell your students to read each statement or description carefully before choosing an option.

In the Language in use section, have your students read, study, ask for and express hobbies in free time activities.

After studying the charts carefully, assign your students do Activities eight and nine. Tell them not to look at the answers automatically.

In Activity ten, have your students work in pairs to write original sentences expressing hobbies.

In Activity eleven, have your students listen to and repeat each question carefully. Once your students show acceptable pronunciation and intonation of these questions, have your students ask them to one another.
Fifth Unit

Lesson 5

WHAT DID YOU DO LAST WEEKEND?

Methodology

Motivation
Ask students if they remember what they were several years ago: when they were children or when they were younger. Then, ask your students if they know how to express past time activities in English. Also, ask them if they know the difference between regular and irregular verbs in the English language. Finally, ask your students if they know how to correctly pronounce these verbs in past tense.

Methodological guidelines
Before reading the conversation, ask students to complete the following graphic organizer about vacations as a pre-listening activity:

Optional activity:
You can ask your students the following questions as another pre-listening activity.
When was your last vacation?
How was your last vacation?
Where did you go on your last vacation?
What did you do during your last vacation?
Did you play any sport during that time?
If they cannot answer these questions using past tense verb forms, write the action verb on the board and provide the past tense forms next to each verb.

Ask your students to listen to and read the conversation carefully several times before answering Activity one.

You can divide the class into two groups to role play the conversation. Each group will take the role of a character in the conversation. Then, have your students switch roles a couple of times. Have your students work in pairs to do Activity one. Ask them ask and answer the questions both orally and written.

In the Language in use section, tell your students to read the introductory paragraph about the simple past tense in the English language carefully.

Have students listen to and repeat out loud each verb both in the present and past tense forms carefully so that they can get familiar with their spelling as well as their pronunciation.

Recommend that your students spend as much time as possible on this until they manage the spelling and pronunciation of these present and past tense verb forms.

Tell your students that it is really important to learn this new information as accurate as possible so that your students can do the following activities successfully.

Tell your students to work on Activity two individually first. Then, have your students work in pairs to compare and discuss their answers.

In Activity three, have your students write ten sentences about what they did last weekend using the simple past tense.

Tell your students to write complete sentences: Subject + Verb + Complement

Optional activity: You can assign Activity three to be done at home as homework and bring it to the next class or tutoring session.

In the Time to read section, ask your students to read the article called “Gratitude: It’s A Perfect Day” to get the general idea of it.

Once they have finished reading the article, put students in pairs to work together on Activity four so that they can help each other.

In the Conversation and more section, assign your students to read each statement because they have to put those statements in the correct order in Activity four.

If your students are in the classroom, you can have them work in pairs to do Activity four. Tell your students to try to order the conversation before listening to it.

After that, have your students listen to it to begin ordering the sequence of the conversation. You can play the conversation a couple of times, and make a pause after each line so that students can have better opportunities to discriminate and choose the correct option.
Once they have finished ordering the conversation, have students work in pairs or small groups do Activity six. You can have students answer the questions in both oral and written forms.

In the Enrich your vocabulary section, have your students read and study the list of the most common past tense forms of irregular verbs in English carefully.

Tell your students to listen to and repeat each irregular verb carefully. Then, ask them to memorize, learn or internalize the verb list.

Have your students listen to and repeat each statement from the examples several times.

Ask your students not to do Activity seven until they have learned most of the information about irregular verbs.

In Activity eight, have your students write ten original sentences about what they did last week using only irregular verbs.

Optional activity: You can assign Activity eight as homework so that your students can have more time to work at their own pace.

In Activity nine, ask your students to fill in the blanks using the provided question and negative forms of the past tense.

Tell your students not to look at the answers automatically or immediately. Tell them to double check their answers by reading each line carefully as many times as necessary.

Before introducing the new content in the Language in use section, explain to your students that to make negative statements they have to use “did not” or “didn’t” between the subject and the verb.

Also, tell your students that the auxiliary “did” is used at the beginning Yes/No questions.

The objective of the Language in use section is to introduce the use of past tense forms and the auxiliary “did” in English.

Spend some time explaining how to make all of these statement and question forms.

Ask your students to read and study the tables carefully. Tell them to pay close attention to the order or sequence of the words to make questions and their corresponding possible answers.

You can write the following formulas on the board about the use of “did” in the simple past tense if necessary:

Affirmative: Subject + past form of the verb + complement

Negative: Subject + did not + base form of the verb + complement

Yes/No question: Did + subject + base form of verb + complement + ?

Wh- questions: Question word + did + subject + base form of verb + ?
Afterwards, you can have your students do Activity ten in pairs or small groups so that they can work together to share, compare and discuss their ideas.

In Activity ten, tell your students to write their own sentences in the past tense using the provided information.

In Activity eleven, have your students fill in the blanks with the correct past tense forms of the given verbs.

Tell your students to read each statement carefully to understand what each statement is about.

Suggest that your students don’t look at the answer key if they do not know the answer. Tell them to review the list of past tense forms of regular and irregular verbs instead.

In Activity twelve, have your students complete the sentences using the simple past tense from of the given verbs.

In Activity thirteen, have your students listen to and repeat each question carefully several times.

Once your students know how to read and pronounce each question correctly, ask them to get in groups to ask and answer each question in oral and written form.

**Supplementary Material**

**Tic-Tac-Toe Game**

Setting the scene

Past tense of irregular verbs

- Groups of 2 to 4 students
- Tic-Tac-Toe grid
- Tell the students that they are going to play a special Tic-Tac-Toe game in which they will use the past tense of several different irregular verbs.
- Have students form pairs and decide which player is “X” and which is “O”.
- Distribute one Tic-Tac-Toe grid to each pair of students.
- From the list of irregular verbs the students take turns choosing and then writing the base form of the verbs in the squares of the Tic-Tac-Toe grid.
- Taking turns, each student reads aloud one of the verbs from the grid. The student must then use the past tense of that verb in a simple sentence, e.g.: take - Yesterday, I took the bus to school. If the sentence is correct, the student puts an “X” or an “O” in the square containing the verb.
- The student who gets three “X”s or “O”s in a row is the winner.
For more information about this game and the grid see:
http://www.ade.state.az.us/oelas/stars/SessionHandouts/GrammarGamesfortheELDClassroom.pdf
www.pearsonlongman.com/ae/marketing/toefl/topten/pdfs/tic_tac_toe.pdf

Procedures and methodology of Hands on!

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually to be handed in at the end of every unit.

In unit five, your students are to present the project called "My monthly agenda" on computer paper, either hand written or printed.

At the end of the unit, your students will be able to make a complete monthly agenda including all the dates and activities in a timetable or schedule. This agenda will be also used to organize their time efficiently.

Look at the sample.

<table>
<thead>
<tr>
<th>Month</th>
<th>Places</th>
<th>Time</th>
<th>Days of the week</th>
<th>Description of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take advantage of each Hands on! hint throughout the unit one as well as the activities to be solved by your students related to this part of the project. These are called Hands on! from part 4A to 4E.

Advise your students to use formal English throughout the report. Tell them that the template should be filled out following punctuation, capital and spelling rules. Make sure they provide and write the correct names of category and sub-categories.

In Hands on! 4A, tell your students to learn how to express the time correctly so they can write down the dates and times of the activities properly on their agenda or schedule.

In Hands on! 4B, tell your students to learn how to say and write different kinds of activities that they perform regularly in a week or a month. Also, tell your students to start making a list of these activities. If they don’t know the words in English, tell them to look them up in a dictionary.

Tell your students to keep track of any important or relevant activity or information during a week. Tell your students that it is necessary to begin monitoring or controlling these and other activities or special events that take place during a week or month.
In Hands on! 4C, tell your students to make a timetable or schedule for them to distribute and organize their daily and weekly activities that they have planned for a month.

In Hands on! 4D, tell your students to include in their agenda all hobbies and free time and leisure activities that they like to do regularly in a week or month.

In Hands on! 4E, tell your students to include a section for evaluating their schedule. This should be done at the end of every day or week to make the necessary changes in things that went wrong and that can be improved or modified for future events or activities.

It is recommended that your students look for help when necessary. If they do not know how to write something, they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary.

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

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

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

PRIMERA EDICIÓN

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