ENGLISH
Methodology Guide
Eighth Grade
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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>Writing</th>
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<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 supported by context.</td>
<td>Able to form some letters in an alphabetic system, in languages whose writing systems use syllables or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.</td>
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<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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</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. Student 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 dbetter.

3. This approach also develops cooperation and solidarity among the students, which 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 teamwork 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 in producing 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 the 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.

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**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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Unit 1

Knowing your surroundings

Unit concepts

This unit reviews the use of the verb “be” in all of its forms in the simple 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 present tense forms of the verb “be” and other verbs are used in a wide range of topics so that students can practice these verbs in context. Students get to practice skills with reading, listening and writing tasks or activities. Also, possessive adjectives, possessive pronouns, some prepositions of place and demonstrative pronouns are reviewed and presented in a practical and systematical way. Definite and indefinite articles are presented in context throughout the unit. The comparative and superlative forms of English adjectives are presented in detail.

Greetings, simple introductions, expressions to exchange personal information, workplace objects, personal items, possessions, expressions of likes and dislikes, workplace equipment and facilities, leisure activities, and office personnel vocabulary are introduced in context throughout the unit.

Unit one aims to greet people in a business setting, as well as having the opportunity to learn about personal duties or responsibilities in the workplace and how to compare people’s jobs, objects, equipment, activities and other things. It also contains readings about people’s opinions of their jobs. In order to compare them, students will need to learn and have an understanding of what each occupation’s duties contain. The context in which this unit is developed allows your 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 “be” is introduced in the singular with the subjects I, you, he, she, it, we and they. The focus is on positive and negative statements and on questions with the question words. The question words are introduced through the functions of meeting people and greetings: What’s your name?, How are you? Other question words are introduced and reviewed systematically throughout the unit.

The simple present tense is one of the most used tenses in the English language, and it is therefore important to introduce it to beginners in a simple way. In this unit, the simple present tense is presented in three lessons, starting in lesson three with the subjects I, you, and they. The affirmative and negative forms are covered along with Wh- word and Yes/No questions. The third person singular forms are covered in lesson five.

Special attention is addressed to the pronunciation of the third person singular verb form endings in the simple present tense: /s/, /z/ and /iz/.

Students are to practice the spelling of third person singular verb forms. The rules are
presented for students to get familiar with and apply them when using English. These endings are –s, –es and –ies.

Articles “a/an” and “the” are introduced implicitly throughout the unit. Even though explicit rules are not presented, plenty of examples in context are given.

Possessive adjectives: (my, your, his, her, its, our and their) are introduced in the unit, with the use of proper names, last names, and personal or workplace objects.

Possessive pronouns: (mine, yours, his, hers, its, ours and theirs) are presented to show or demonstrate ownership.

Adjectives with their comparative and superlative forms are introduced in context. Explicit rules are presented to make these forms.

**Vocabulary**

Students practice the lexical sets of office facilities, objects, equipment and personnel, leisure time activities, and a set of key everyday words used at work and home are introduced. There is an opportunity to extend this basic set via the workplace, home and classroom context.

**Everyday English**

Workplace objects and equipment, such as printers, computers, desks are introduced and practiced. Also expressions, such as What do you do in your spare time?, What does she/he do in her/his spare time?, Do you like pop music?, I watch TV, I listen to music, I play soccer, I like listening to classical music, are introduced and practiced.

Leisure time activities, such as listening to music, surfing the internet, watching TV, going bike riding, playing sports, reading magazines, playing video games, going out with friends, visiting relatives, going shopping, going to the park, going to the movies, going dancing are introduced in the context of likes and dislikes.

All the above contents will be discussed and explained in detail in the Methodology section of each lesson.
First Unit

Lesson 1

HOW ARE YOU DOING?

Methodology

Motivation

You should ask students to say some of the most common greeting expressions used when meeting people or introducing people and what kind of personal information they should ask and provide. Also, ask them to think about the differences between formal and informal greeting and farewell expressions. Ask them if they know how to ask someone’s first name and last name in English.

Before presenting Activity one, smile, greet the class, and say your name. Hello, I’m (Rolando Guzman). Point to yourself and make the meaning clear. Invite students to say their first names and last names, including the formal and informal greeting expressions. If you have a very small group, you should ask all of your students to say their names and then get students to continue asking each other in pairs. Continue with this stage to give students the opportunity to introduce themselves and get to know each other.

Methodological guidelines

Once students have introduced themselves, you should ask them to read the conversation in Activity one carefully in order to understand or grasp the main idea of it. Then play or read the conversation 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 their answers with other classmates.

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

For the Enrich your vocabulary section, tell students there are formal and informal ways to express greetings and farewells. Tell them that these will depend on the people, places and social contexts they are in. Tell them that in this section they will be exposed to formal situations.

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 and practice greeting and farewell expressions provided in this activity.

If you are in the tutoring session, you should put students in pairs to practice the expressions several times. If there is time, ask for some volunteers to go to the front to read the expressions. Check for pronunciation errors.

In Activity two, have students read and listen to the conversation carefully to identify all of the greeting and farewell expressions they can find.

Optional activity: You can have students practice the conversation in pairs. You can even ask them to write one original conversation and act it out in front of the class.
Before having students read the article about meeting Americans, tell them to look at the glossary to get familiar with new words. Then ask them to read carefully in order 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 also advise them to keep their own vocabulary list to study and practice using their own ideas.

If you assign Activities three and four to do at home, tell students to answer the questions without looking at the answer key. Suggest that they double check their answers before looking at the answers for the activity.

If they are in the classroom, have students compare and discuss their answers. Motivate students not to look at the key answer before comparing and discussing their answers with their classmates.

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

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 the 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

In the Conversation and more section, first tell students to carefully read the conversations to understand what they are about. Then 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 and six 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 them 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 informal greeting and farewell expressions used when meeting people. Then tell students to find the conversations in which informal greetings and farewells are used without looking back at the tables. If students haven’t learned the different greeting and farewell expressions, they shouldn’t do Activity seven. Otherwise they will not be able to use these in future activities, tasks and tests.
Optional activity:
If students are in the tutoring session, have them listen to the conversations a couple of times, and ask them to practice the conversations with other classmates. If there is enough time, ask them to go to the front of the class to present or create their own conversations.

In the Language in use section, tell students to read and study carefully and to pay attention to the sequence of the elements to make affirmative and negative statements, as well as Yes/No and information questions using the verb “be” in all of its simple present tense forms.

If you have a tutoring session with your students, explain the proper sequence of the different elements that compose a sentence or a question. Remind your students that the forms of the verb “be” in 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 can write a table or diagram in which to place 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>okay</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>my boss.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>a secretary.</td>
</tr>
</tbody>
</table>

For the word order of Yes/No questions:

<table>
<thead>
<tr>
<th>Verb “be” forms</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>a cashier?</td>
</tr>
<tr>
<td>Are</td>
<td>you</td>
<td>at the office?</td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td>an accountant?</td>
</tr>
</tbody>
</table>

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

I’m
You’re
He’s
She’s
It’s
We’re
They’re

Pay careful attention to the contraction form of “be” + not: is not = isn’t are not = aren’t
Clarify that when providing affirmative short answers, they must avoid using the following contractions:

Incorrect: Yes, he’s.
Correct: Yes, he is.
Incorrect: Yes, she’s.
Correct: Yes, she is.
Incorrect: Yes, I’m.
Correct: Yes, I am.
Incorrect: Yes, you’re.
Correct: Yes, you are.
Incorrect: Yes, they’re.
Correct: Yes, they are.

Go over the pronunciation of the contraction forms of the verb “be” and the intonation of Yes/No questions. Have students listen to and repeat out loud.

Once students have gotten the idea about how to use all of the verb “be” forms, tell them to complete Activities eight to ten.

After completing the activities, ask students to compare and discuss their answers with other students before looking at the answer key.

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

Before having students complete the conversations in Activity eleven, tell students to read them carefully and to try to guess the missing words. Once they have done this, tell them to listen to the audio script a couple of times.

In Activity twelve, first have students read the statements to get familiar with the exercise so that they can focus on any specific mistakes these statements contain. Once they have identified the mistakes in each sentence, tell them to rewrite the statements correctly.

In Activity thirteen, tell students to read and answer the questions according to their own life or reality. After that, have students work in pairs to ask each other orally, if they are in the tutoring session.

Optional activity: Before giving possible answers to Activity thirteen, tell students to practice the pronunciation of each question.

Before students go over the Self evaluation section, suggest that students review the complete lesson and spend time on activities or sections that they found most 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.
First Unit

Lesson 2

HAVE YOU MET EACH OTHER BEFORE?

Methodology

Motivation

Ask students if they know how to introduce themselves and others in English. Ask them if they know how to express possession as well as to making questions and asking for personal information. You should motivate your students to say and practice the names of the most common jobs and occupations and their corresponding workplaces in English.

Methodological guidelines

In the Conversation and more section, first tell students to carefully read the conversation in order to understand what it is all about. Second, tell students to look for new vocabulary.

Before having students practice the conversation, you should tell them to listen to and read the conversation out loud carefully. After that, ask them to perform the conversation in pairs. Once they have understood the general idea of this conversation, students can go over the questions in Activities 1 and 2 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 them with other classmates. If there is enough time, ask them to practice the conversation using their own information.

Before having students read the article in the Time to read section, tell them to look at the glossary to get familiar with new words. Then ask the students to carefully read in order to understand the main idea of the text. Don’t forget to tell students not to stop every time they find a new word or expression that they do not know.

Also persuade them to keep reading to grasp the idea and that at the end they can look up new words. You should also advise them to keep their own vocabulary list to study. Next, tell them to do Activity four individually and without looking at the answer key immediately. Advise your students to do their best when doing this kind of reading task.

As a homework assignment, tell your students to write a similar introduction to a virtual pen pal in Activity five. They can follow the same paragraph as a model, substituting information as necessary.

In the Conversation and more section, first tell students to carefully read the conversation in order to understand what it is about. Second, tell students to look up new vocabulary if necessary.

Once they have understood the general idea the conversation, students can go over Activity six to answer the questions. You should ask if they understand all of the questions to avoid frustration or a waste of time.
You can ask for some volunteers to read the questions out loud and the answers as well. Or you can put them in pairs to work together.

For Activity seven, you should tell your students to read the whole conversation first to get the general idea of it. Then, you can tell them to try filling out the conversation by guessing the missing words. Or you can have your students work in pairs to complete the conversation, and then you can play the audio several times. You can take a pause at the end of every line of the conversation. This technique is useful for students to listen carefully and check their answers.

After completing the conversations, you can pair students to practice the conversation by switching roles. Monitor and identify pronunciation mistakes for further error correction strategies.

Error correction in speaking classes needs careful attention because every learner will react differently to the feedback given by teachers. The main purpose of speaking in class is to make the learners use the language that they have learned appropriately and accurately in the right contexts. That is why it is suggested that teachers correct the students selectively and constructively.

For further information about error correction, please look at the following website:

If students are in the tutoring session, 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 eight, students are to answer some questions with their own information. Before having students answer the questions, read the questions out loud so that they can repeat them after you. This is done to have students work in pairs asking and answering the questions orally if they are in the classroom.

Before going over the Enrich your vocabulary section, ask your students if they know some ways to introduce themselves to others informally.

Once they have stated their expressions, ask them to study the informal introduction paragraph and table carefully. Ask them to pay attention to the list of expressions and spend some time trying to learn them.

If they are in the classroom, ask them to go over Activity nine. They should read the two conversations to identify and tell which conversation uses expressions of informal introduction.

Then you can put your students in pairs to practice the two conversations, and if there is enough time, motivate them to write one original conversation using these kinds of introductions in Activity eleven.
Optional activity: If your students are in the tutoring session, you can have them compare and discuss their original conversations so that they can practice them.

If you assign these two conversations to be written at home, then ask them to bring them to the next class so that you can check them and give some feedback.

In the Language in use section, you should explain in detail how Wh-word questions are formed. You should explain the provided table, and give them a formula they can use when constructing these kinds of questions.

Pre-teach the following vocabulary so that students can be familiar with this terminology for further reference.

Question word + verb “be” + complement + question mark

Example: Where + are + your documents + ? = Where are your documents?

Once they have gotten the clue, ask them to write the questions in Activity twelve on their own. Give plenty of time to do this if they are in the classroom.

You can ask for volunteers either to write on the board or say their questions for the answers. Invite the rest of the class to judge or say if the questions are written grammatically correct.

Before having your students do Activity thirteen, ask them to carefully read the provided table about the correct use of titles in the English language. Give plenty of explanations and examples to make the rules clear. Now your students will be able to do the activity individually. Or you can put them in pairs to work together and help each other.

Assign Activity 14 so your students can have enough time to match the questions with their corresponding answers. If they are in the classroom, have them work individually. You can tell them to work in pairs if they want.

When they have finished the activity, put them in pairs to practice the pronunciation of each question, as well as answering each of them. You can pair them with different classmates so that they can interact with others.

Supplementary Activity

Activity

You can tell your students to copy in their notebooks the following questions as a dictation.

1. What color is the teacher’s book?
2. How do you spell your teacher’s name?
3. How old is your best friend?
4. What is your home phone number?
Lesson 3

WHAT DO YOU LIKE DOING?

Methodology

Motivation
Ask students if they know different ways to express likes and dislikes in English. After that, ask them if they can say some specific expressions used when expressing preferences. Ask students to tell what they like to do in their free time.

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

1. How many people are there in the conversation?
2. What’s the woman’s name?
3. What is the man’s name?
4. Is this conversation about food or music?

If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation and intonation of words, phrases and questions.

If they are at home, assign your students to read and study the conversation carefully, and then ask them to answer the questions in Activity one.

In the Enrich your vocabulary section, you should tell students to read, learn and study the different expressions used to convey likes or preferences in English. Then listen to and repeat each statement out loud carefully.

After listening to, repeating and studying all of the expressions in the tables, suggest that your students go over Activities two and three to check their learning progress.

Explain to your students that when expressing likes, they have two options:

In the first form, they can use a verb expressing likes and a noun:
love + football
like + music
enjoy + movies

In the second form, they can use a verb expressing likes and a gerund:
love + dancing
like + eating
enjoy + drinking
After doing Activity three, ask your students to read the conversation carefully and to identify all of the expressions used to express likes. Then ask your students to work in pairs to practice the conversation.

In the Time to read section, you should advise the students to read the texts several times in order to understand and take out the main ideas.

Once the students have the general ideas of both paragraphs, tell them to do Activities four and five. Suggest that they look up the answers after writing their own. If they have some wrong answers, tell them to go over the texts again to check comprehension.

You can ask students to listen to and repeat each sentence out loud after you. Exaggerate the intonation and stress of key words to call the students’ attention to the importance of some words or phrases which contribute to get the main ideas.

If they are in the classroom, make small groups of four or five to work and discuss their answers together.

In the Conversation and more section, tell the students to read and study both conversations to get familiar with the vocabulary and context. Then ask your students to tell you what each conversation is about.

You can ask them to listen to the conversations several times without reading them so that they can get or grasp some ideas and key words or phrases.

Optional activity: You can ask them to practice the conversations in pairs by taking turns or switching roles. Have them work with other classmates to practice the conversations.

In Activities six and seven, ask your students to answer the questions individually first. Then put them in pairs to compare their answers and practice the conversations.

In the Enrich your vocabulary section, you should tell students to read, learn and study the different expressions used to convey dislikes or preferences in English. Then listen to and repeat each statement out loud carefully.

After listening, repeating and studying all of the expressions in the tables, suggest that your students go over Activities eight and nine to check their learning progress.

Explain to your students that when expressing dislikes, they have two options: In the first form, they can use a verb expressing dislikes and a noun:

hate + football

dislike + music

detest + movies
In the second form, they can use a verb expressing dislikes and gerund:

- hate + dancing
- dislike + eating
- detest + drinking

After doing Activities eight and nine, ask your students to read different statements expressing dislikes. Then ask your students to work in pairs to practice asking the following questions:

1. What do you like?
2. What do you like doing?
3. What do you dislike?
4. What do you dislike doing?

In the Language in use section, introduce how to ask for people’s likes and dislikes in English. Have students read and repeat all the questions out loud. Then make students work in pairs, asking each other the thirteen questions which are stated in Activity ten.

Another important grammatical point is introducing the object pronouns, which are used to substitute the person or object that is being referred to. They are used after verbs and prepositions. Ask your students to read and study the table with object pronouns carefully. Then have them listen to and repeat each pronoun and statement out loud.

Once your students have practiced and managed the use of these pronouns, have them do Activity eleven. Monitor their answers and provide as much feedback as possible. At the end of this activity, ask your students if they have questions. If so, spend some time clarifying any doubts and provide more examples if needed. Assign your students to do Activities twelve, thirteen and fourteen and have them bring their answers to the next class.

**Supplementary activities**

If your students are in the classroom, you can have them do the “Find someone who…” activity. They will have to look for different students to answer the questions. If the person answers positively, then they have to write the name of the person next to the category on a piece of paper. The first student who finishes completing the questions with the names of the other students wins.

Find someone who:
- likes pop music
- dislikes classical music
- loves eating pizza
- hates garlic
- likes studying English
- detests romantic movies
First Unit

Lesson 4

WHAT’S YOUR OCCUPATION?

Methodology

Motivation

Ask students if they know how to compare things, people, animals, places or jobs in English. Also, ask them if they know what adjectives are and motivate them to tell you some examples. Ask them to tell you some names of jobs or occupations in English, and ask them to tell you some of the duties or activities that are done in these jobs or workplaces.

Methodological guidelines

If your students don’t know how to say the names of jobs or occupations, write some names on the board, especially the ones that appear in the first conversation of the lesson. Have the students brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the lesson.

Tell your students to listen to the conversation without looking at the script several times to get familiar with the new vocabulary.

Also, assign your students to read and listen to the conversation carefully to get familiar with the vocabulary. Then ask your students to do Activity one in order to check their listening and reading comprehension.

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

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

You can dictate or spell different jobs, occupations or workplaces so that your students can practice before going over Activity two.

Ask students to mention some of the responsibilities of a specific job: a receptionist or a secretary in a hotel. Have them tell the class other occupations or jobs which can be found in a restaurant or hotel. You should copy them on the board.

Put the students in pairs to read and answer provided questions in this section. Give them some time to answer, compare and discuss their answers. You can have your students listen to and repeat every statement out loud.

In the Time to read section, have students carefully read both paragraphs to grasp the main idea or find key words which will help them comprehend the text. Remind them that they can use scanning, skimming and finding the main idea reading techniques to improve their reading comprehension.
Assign the first paragraph to read individually.
You can tell them some reading comprehension tips to anticipate some common
difficulties or limitations when reading English text:

1. Tell your students not to stop every time they find a new word to look it up
   in a dictionary.
2. Tell your students not to waste time and effort trying to pronounce every word they read,
   but that they should read silently and mentally instead.
3. Tell your students that they will be more efficient if they perform one skill or sub-
   skill at a time.
4. Tell them to ask themselves what the paragraph was about and try to answer this
   question immediately after reading a complete paragraph.

Have students answer the reading comprehension questions in Activities two and
three. If your students are in the tutoring session, have them listen to the conversation
carefully in Activities four and five. Tell them to listen to it several times, and
then suggest that they answer the questions without looking at the answer key
automatically. Pair the students to practice the conversation by taking turns.

You can assign your students to read the Conversation and more section at home. The
aim of this section is to develop students’ listening and reading skills. They must focus
on comprehension rather than on specific words or phrases that they do not know.

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

In the Enrich your vocabulary, remind students that adjectives are words which modify
nouns or pronouns. Tell them that most of the time adjectives are placed before the
nouns they modify or after certain verbs such as “be”.

Give plenty of explanation on how to make the comparative and superlative forms of
adjectives in context so that students can learn them faster.

Have your students study the provided chart carefully, either individually or in
pairs. Once they have understood the proper use of comparatives and superlatives of
adjectives, tell them to do Activities five and six.

If they are at home, tell them not to do these two activities until they have learned these
rules. Advise them not to look at the answer key immediately but try to compare their
answers with the provided examples first.

In the Language in use section, have students read and study the table of irregular
adjectives in the comparative and superlative forms carefully.
Tell your students that the adjectives are called irregular because they do not follow the rules provided in the previous section of the lesson. There is no rule to figure out their formation but learn them by heart and by means of practicing them in meaningful context.

Assign your students to do Activities seven and eight at home. Tell them to spend some time doing and double checking their answers.

Before having your students do Activity nine, make small groups to answer and discuss the questions provided in this activity. Or you can ask them if they know which the most difficult and easiest jobs are in El Salvador.

Have students do Activity ten individually, and then put them in pairs to compare and discuss their answers.

Before doing Activities eleven, twelve and thirteen, you should tell your students to review the entire lesson so that they can strengthen their learning and be more successful when developing these activities. You can put your students in pairs or small groups to compare and discuss their answers.

**Supplementary activity:**

**Activity**

You can use a spelling game called Hangman at the beginning of lessons as a warmer or as a filler to revise vocabulary. You can divide students into two or three teams for this, or play it as a class.

Choose a word and indicate the number of letters it has on the board using an underscore for each letter (i.e. if your word is doctor, write _ _ _ _ _ _ _). One team or the class suggests a letter. If the letter appears in your word, write it in the correct place on the underscore as many times as it appears (i.e. if the letter o is suggested, you should write _ o _ _ o _ for the word doctor). If the letter doesn’t appear in your word, write the letter in that team’s column at the side of the board with a line through it. Also draw one line on the gallows. Then the second team suggests a letter, and so on.

If you are playing in teams, the winning team is the one that guesses the final letter to complete the word or that guesses the complete word. If you complete the drawing of the gallows before the teams or the class guesses the word, then you win and the teams or class loses.
Lesson 5  
WHAT IS IN YOUR OFFICE?  
Methodology

Motivation
Ask the students if they know how to say the most common office objects, devices or equipment in English, or have them write some words in their notebooks or on the classroom board as a brainstorming activity. Then ask them to identify or say some of the different activities they perform at their jobs. Also ask them if they know how to express ownership or possession in English. Finally, ask them if they know how to make the third person singular forms of regular and irregular verbs in English.

Methodological guidelines
Assign 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.
Before going over the Enrich your vocabulary section, ask your students if they know some divisions of a business or company. Make them brainstorm, and write their responses on the board.
You can draw a flow chart or a web graph on the board so that your students can complete the graph with the divisions and sub-divisions of any business.
After that, tell your students to carefully read the information provided in this section.
Activity two is also used to pre-teach the third person singular form of verbs in the simple present tense.

In the Time to read section, have your students read both paragraphs using scanning and reading techniques in order to find the main idea in each paragraph. You can advise them to read the questions carefully first so that they will know what to look for in advance. This can be done once your students know how to scan or skim a text.
You can read and have your students listen to each line of both paragraphs to get familiar with the pronunciation and intonation patterns.
Ask your students to do Activity three in pairs to help each other or compare and discuss their answers.
Have your students do Activity four individually first. Then say each statement and ask your students to raise their hands if they think the statements are true or false.
You can use the following questions:
1. Who says statement one is true (false)?
2. Is statement two true or false?
3. Raise your hand if you think statement three is false (true)?
You can make them think about their responses by asking the question “Why?” after each statement.

In the Conversation and more section, first have your students read and study the information and table provided to have a solid idea of how to use the possessive pronouns in context.

You can provide the following tips:

1. Explain the difference between subject and possessive pronouns. Tell your students that subject pronouns are used in the subject position in any sentence.

2. Tell your students that possessive pronouns are used to show that a person is the owner of something. Also give them the following formula which can be used:

   Object or thing + verb “be” + possessive pronoun

Once your students show good management of the possessive pronouns, have them go over the first conversation.

Tell your students to listen to the conversation without looking at it. Then have your students answer the questions in Activity five. Put them in pairs so that they can help each other and discuss their answers.

You can also have them practice the conversation in pairs and tell them to perform it in front of the class.

Before having students listen to the second conversation, tell them to read the questions several times in Activity six first and ask them to keep the questions in their minds. Then play the audio for them to listen to carefully and to try to answer the questions. This can be done in groups so that they can help one another. Then play the audio again to check their answers. Finally, let your students read and listen to the conversation to check their answers.

In the Enrich your vocabulary section, ask your students to think of the times they have looked for jobs in newspaper classified ads. Ask them to tell you what kind of job they were looking for and if they found anything interesting.

After that, assign your students to go over Activity seven. Have them read the three ads carefully. Then tell them to pay careful attention to the abbreviations which appear in the three classified ads.

Have your students read the questions carefully in Activity seven so that they know what to look for in advance.

Tell them to take their time to read the ads. You can put the students in pairs to work together and discuss their answers.

Optional activity: You can bring original or authentic ads from any English language newspaper, and have your students read the classified ads to find more abbreviations and figure out the meaning of them.

The objective of the Language in use section is to introduce students to the third person singular and plural forms when conjugating regular and irregular verbs in the present tense. Tell your students to read the information carefully to get familiar with the new
topic. Then give your students plenty of explanation and examples to clarify their doubts. Teach your students the spelling and pronunciation rules explicitly, and then have them pronounce each verb ending several times until they produce the sounds correctly.

Remind your students that these spelling and pronunciation rules are very similar to the ones when making plural nouns.

You can have students work in pairs to practice the pronunciation. You can also explain to your students what voiceless and voiced sounds are. You can exaggerate the pronunciation when saying these singular endings to the verb forms.

Tell your students to do Activity eight after they understand and manage spelling and pronunciation rules very well.

If they are at home, tell them to try to complete the table according to their own understanding. Tell them not to worry if they cannot do it correctly because they will check it and correct it once they are in the tutoring session.

In Activity nine, your students are to write original sentences in the present tense using the third person singular and some verbs taken from Activity eight.

If they are in the classroom, ask them to work in pairs or in small groups to help one another. Before having your students do Activity ten, ask them to tell you some workplaces in English. You can ask them to tell you the job/occupation and the corresponding workplace. Assign your students to do Activity ten individually first. Then ask them to get in small groups to compare their answers.

If they are in the tutoring session, you can also have them work in pairs once they have finished doing the activities individually. You can also 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.

Supplementary activity:

1. Activity

Fill in the blanks with the correct forms of the verbs shown in brackets.

1. Maria __________ the guitar. (to play)
2. Wilber __________ soccer. (to play)
3. Tomas __________ to talk. (to like)
4. Helen __________ ice cream. (to like)
5. Jessica __________ your friends often. (to call)
6. Hector __________ the office every day. (to call)
7. Sheila __________ regularly. (to practice)
8. Tim __________ once a week. (to practice)
9. William __________ here. (to shop)
10. Adam __________ every month. (to shop)
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 that they are to be handed in at the end of every unit. In unit one, your students are to present the first part of the project called “Job offer comparison chart” on computer paper, either hand written or printed.

At the end of the unit, your students will be able to complete a chart comparing several job offers in English.

Look at the sample below:

Fill in as much information as you know about the three jobs, and then look at the table and compare them. Ask yourself, “Which job is right for me?”

<table>
<thead>
<tr>
<th>Options</th>
<th>First offer</th>
<th>Second offer</th>
<th>Third offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated salary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advantages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td></td>
<td></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 activities are called Hands on! from part 1A to 1E.

In Hands on! 1A, you should tell your students that if they want to compare different jobs, they have to take into consideration several areas or categories in which they can compare them. Tell your students that they must use a chart to write down all of the information needed to make the comparison.

Tell your students to remember all previous jobs they had had in the past. Tell them to make a list of the different names of workplaces where they have worked and jobs that they have had. Their current occupation and place of work should be at the top of the list. You can provide some chart samples so that your students can have a clear picture of what their chart could look like to avoid misinterpretations and waste of time and effort.

In Hands on! 1B, tell your students to look at the list of jobs they made in Hands on! 1A. Also tell them to think about the jobs they have had in the past. Tell your students that next to each job they must make a list some of the basic information such as the job title, the name of the place or company, their starting and ending dates of work, salary, and the working hours.

Advise your students to give as accurate information as possible so that they can have truthful input which can be used for comparing their previous and current jobs more efficiently. Tell your students to show you what they have done so far, so that you can give them some feedback on time. If they have not done anything yet, talk to them and motivate them to begin their project as soon as possible.
In Hands on! 1C, tell your students to think about other elements that they should take into consideration for their project. Suggest that they include the following aspects when comparing jobs: transportation time and cost (the amount of time and how much money it will take to commute), facilities (the environment that they work in), and resources that are available to use.

Tell your students that these aspects are really important to consider when comparing jobs. Motivate your students to include other aspects they think are relevant or necessary for their project.

In Hands on! 1D, tell your students to include some other aspects which are fundamental to make them feel more motivated and work better. These are called "extras" such as health insurance, paid vacation, a pension plan, a medical plan, and discounts or deductions. Remind your students to say if they had some of these extras in their previous jobs or positions. If so, be sure that your students include them in their lists of aspects to compare jobs.

In Hands on! 1E, tell your students that there are some final things to keep in mind when comparing jobs: advantages, disadvantages and possible movement within the company. Tell them to keep in mind that if they work with the same company for many years, they will be given the opportunities for salary increases and promotions.

Ask them how long they have been working for the same company as well as number of years. Make your students think critically about the previous jobs they had and the current jobs they have now. Ask them if they have noticed any differences or improvements in their positions.

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.

They can use the following link for an online dictionary:
http://www.merriam-webster.com/

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 process of their project.

If necessary, provide several ways of filling out the different aspects related to their project. 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 this kind of task. Also have your students present their projects and a short oral report in front of the class.
Unit 2

Home sweet home

Unit concepts
This unit reviews the use of the auxiliaries “do” and “does” and the verb “be” in the simple present tense with the relative pronoun “what” in statement forms, Yes/No questions and Wh-word questions. At this point, the present tense forms of verb “be” and other auxiliaries “do” and “does” are used in topics related to personal appearance and personality traits so that students can practice these verbs in context. Students get skills practice with reading, listening and writing tasks or activities. Also, some prepositions of place and demonstrative pronouns are reviewed and presented in a practical and systematical way. Descriptive adjectives are used explicitly and in context.

Describing people’s physical characteristics and personality traits, expressions to exchange personal information, and housework vocabulary are introduced in context throughout the unit. Unit two aims to describe people’s neighborhoods as well as rooms in the house and furniture. It also talks about people’s household chores and household expenses. This unit introduces the description of physical characteristics of people, as well as their personality traits. The context in which this unit is developed allows your students to communicate in English in a meaningful way with even quite basic language.

Grammar
The verb “be” in simple present tense is review: am, is and are. The verb “be” is introduced in the singular and plural forms with Wh-word questions. The focus is on how to ask about personality and physical appearance: What are you like? What is he like?

The simple present tense is used in this unit by using the auxiliaries “do” and “does” in interrogative forms: What do you look like? What does she look like? What do you do in your house? Descriptive adjectives to describe people’s personality traits as well as their physical descriptions are introduced in context.

Vocabulary
Students practice the lexical sets of personality traits and physical appearance of relatives, furniture in rooms, divisions of a house, and a set of key everyday words used at home. There is an opportunity to extend this basic set via the home and classroom context.

Everyday English
Neighborhood facilities, rooms in a house, furniture and appliances, such as police station, internet cafe, sofa, living room, are introduced and practiced. Expressions, such as What do you do in your house?, What is in your kitchen?, Do you like to clean your bedroom?, I do the laundry, I mop the floor, are introduced and practiced. All of the above contents will be discussed and explained in detail in the Methodology section of each lesson.
Lesson 1

WHAT IS IN YOUR NEIGHBORHOOD?

Methodology

Motivation

You should ask students to say some of the most common places or facilities their neighborhood or city has in English. Also, ask them if they know how to ask and give directions correctly in English. Ask them if they know the names of the streets and avenues or if they know how to say them in English. Finally, ask your students to tell you some prepositions of place in English.

Before presenting lesson one, smile, greet the class, and say the name of this unit in English. Explain briefly what this unit will be about and what they will be able to do throughout and at the end of the unit. Ask students if they have any doubts or questions about it.

Methodological guidelines

You should ask your students 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.

Also, you can 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.

You can ask your students to listen to and copy each line on a piece of paper to practice listening and writing skills.

For the Enrich your vocabulary section, tell students that there are many places and facilities they can have access to in their neighborhoods. Tell your students that these places will depend on different aspects such as size, population, location, etc.

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 places and facilities provided in this activity. If you are in the tutoring session, you should put students in pairs to practice saying the places several times. If there is time, ask for some volunteers to go to the front to read all of the expressions. Check for pronunciation errors.

In Activity two, have students read the table carefully to get familiar with the new vocabulary they will find in this activity. Once they have gotten familiar with the activity, ask them to match each name of the place with its corresponding definition. Tell them not to worry too much about new words that they do not know.
Methodology Guide

After that, tell them to look at the answer key to find out if they have mistakes. Tell them not to correct each wrong answer immediately. Ask them to do the activity one more time and focus on those wrong answers.

Before presenting the new section, ask your students if they like fast food. If they answer positively, ask them to tell you some names of fast food.

You can ask them to tell you how often they eat this kind of food. This is done as a pre-reading activity to activate your students’ prior knowledge.

Pre-reading activities get students ready to read a text. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading activity.

Why pre-reading activities?

Isn’t it enough to get your students to just start reading?

ESL/EFL learners need a reason to read. Activating prior knowledge is extremely important therefore for the ESL or EFL learner who does not feel completely confident of his / her ability to read in the target language. This is where pre-reading activities come in.

Pre-reading also has practical implications for lesson design and planning. A reading lesson typically has three parts: pre, while, and post activities.

The logic behind activating prior knowledge is to build upon what students already know about a topic as a lead-in to the main reading task. The more teachers activate students’ prior knowledge, the easier it will be for the students to retain new information from the main reading task.

The following are some of the many uses of Pre-reading activities:

- Motivating and setting purposes for reading
- Activating and building background knowledge
- Relating the reading to students’ lives
- Pre-teaching vocabulary and concepts
- Pre-questioning, predicting, and direction setting

For more information about this topic you can see the following link:


Also, if you are in the tutoring session, you can put students in pairs to work together in Activity three so that they can help each other and compare and discuss their answers.

Optional activity: Before having students read the article about fast food, 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 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.
If you assign Activity three as homework, tell students to answer the questions without looking at the answer key. Suggest that they double check their answers before looking at the correct answers for the activity.

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

Before introducing the Conversation and more section, ask your students if there is a shopping mall near their house or in their neighborhood.

Then ask your students if they know where that shopping mall is located: names of streets or avenues. Assign your students to read the conversation to understand what it is about. Next, tell students to look for new vocabulary.

Once they have understood the general idea of the conversation, students can go over the questions from Activity four to check their comprehension.

If students are in the tutoring session, have students listen to the conversation 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, tell your students to read each conversation carefully so that they can figure out the correct logical order of each conversation.

Tell your students not to look at the answer key immediately. Ask them to try to perform these short conversations so they can identify or find the logical sequence of each line. If they are in class, put your students in pairs so that they can help each other. You can even have students perform each conversation.

Optional activity: Ask your students to write an original conversation using their own information.

In the Enrich your vocabulary section, ask students to memorize or learn the different informal question forms and answers used to ask for directions in English.

Then, tell your students to listen to and repeat each statement out loud carefully so they can get the right pronunciation and intonation.

Tell your students to look at the provided map so that they can get familiar with the layout. Suggest that your students spend some time explaining the meaning and usage of each preposition presented in the previous chart.

Once they have learned how to use these prepositions, ask your students to go over Activity six. Encourage your students not to look at the answer key unless they have finished doing the exercise.

You can ask your students to work in small groups on Activity six so that they can help each other by comparing and discussing their answers.
In Activity seven, ask your students to look at the map once again so they can locate the places. You can have students work independently first and then in pairs to compare their answers.

In the Language in use section, tell students to read and study it carefully and pay attention to the sequence of the elements to make affirmative and negative statements, as well as Yes/No and information questions using “there + be” in singular and plural forms. If you are in a tutoring session with your students, explain the proper use of “there is” and “there are” in sentences or questions. Remind your students that the verb forms of “be” in the present tense depend on the subject they are using. Show or write on the board the different forms: is and are.

Once they have studied and learned the correct use of these structures, have students work in pairs to help each other compare and discuss their answers in Activity eight.

Before having students do Activity nine, have them draw a map of their neighborhoods so that they can use it for developing this activity in pairs or small groups.

Before having your students work on Activity ten, ask them to review and practice the long forms and contraction forms of the verb “be” with the word “there”.

After that, you can have students work in small groups to practice the use of “there is” and “there are”.

After completing the activities, ask students to compare and discuss their answers with other students before looking at the answer key.

Optional activity: You can ask students to repeat each statement or question out loud and have them write their own examples.

Before students go over the self evaluation section, suggest that they to review the complete 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.
Lesson 2

WHAT IS YOUR HOUSE LIKE?

Methodology

Motivation

Ask students if they know how to name the different rooms in their houses or apartments in English. Ask them if they know how to describe what there is in each of these rooms, as well as the names of furniture, objects or appliances in English. You should motivate your students to say and practice the names of common pieces of furniture, equipment, objects and other things in English.

Methodological guidelines

Before introducing the Conversation and more section, ask your students to complete a graphic organizer about the different rooms in a house, and if possible to mention some pieces of furniture or things located in each one of the rooms.

A graphic organizer is an instructional tool used to illustrate a student or class' prior knowledge about a topic or section of text.

If you want to know more about this topic, you can look at the following link:
http://www.eduplace.com/graphicorganizer/

First, you should tell students to read the conversation carefully to understand what it is all about. Second, tell students to look for new vocabulary after reading the conversation.

Before having students practice the conversation, you should tell them to listen to and read the conversation out loud. After that, ask them to perform the conversation in pairs. Once they have understood the general idea of this conversation, students can go over the questions in Activity one to check their comprehension.

If students are in the tutoring session, 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 the Enrich your vocabulary section, ask your students to read, listen to and repeat each part of a house with a view from the outside in English. After that, tell your students to do the same with the picture of the inside view of a house. Tell your students to learn and memorize all inside and outside parts of a house so that they can use them throughout this lesson.

Before having students do Activity two, tell them that they have to know how to write and say each part of a house properly.

If your students are in the classroom, tell them to work in pairs to compare and discuss their answers. Before having students read the article in the Time to read section, tell them to look at the glossary to get familiar with new words or listen to the complete article to get familiar with the topic.
Then, ask them to read to understand the main idea of the text. Don’t forget to tell students not to stop every time they find a new word or expression that they do not know. Also, 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.

After that, tell them to do Activity three individually, without looking at the answer key immediately. Advise your students to do their best when doing this kind of reading task. Assign your students to do Activity four following the directions for Activity three. As a homework assignment, tell your students to write a similar paragraph about their house or a specific room in their house. They can follow the same paragraphs as models, substituting information as necessary.

In the Conversation and more section, first tell students to listen to the conversation carefully to try to understand what it is about. Second, tell students to read the complete conversation and then look up new vocabulary if necessary.

After that, have students listen to and repeat each line of the conversation out loud carefully to practice pronunciation and intonation.

Once they have understood the general idea of the conversation, students can go over the questions in Activity five. You should ask if they understand all of the questions to avoid frustration or waste of time.

You can ask for some volunteers to read the questions and answers as well. Or you can put them in pairs to work together.

For this activity, you should tell your students to read the entire conversation again to keep the general idea as well as specific details about it. Then, you can tell them to compare and discuss their answers.

Optional activity: After completing Activity five, you can pair the students to practice the conversation by switching roles. Monitor and identify pronunciation mistakes for further error correction strategies.

Remember that error correction in speaking classes needs careful treatment because every learner will have different reactions to the feedback given by teachers. The main purpose of a speaking class is to make the learners use the language they have learned appropriately and accurately in the right contexts. That is why it is suggested that teachers correct selectively and constructively.

Before going over the Enrich your vocabulary section, ask your students if they know how to say names of pieces of furniture or appliances in English. This is a way to introduce your students to the new topic.

You can do this brainstorm activity as many times as needed throughout this unit.
Ask your students to read and study all the provided pictures and vocabulary carefully. Ask them to pay attention to the list of words and spend some time trying to learn them.
In the Conversation and more section, tell your students this conversation is the continued part (second part) which appeared on page 68.

Ask your students to listen to the conversation carefully several times to know what it is about.

Also, tell students to listen to the conversation carefully to try to understand what it is about. Then, tell students to read the complete conversation and look up new vocabulary if necessary.

After that, have students listen to and repeat each line of the conversation carefully to practice pronunciation and intonation.

You can suggest that your students listen to the conversation and answer the questions without reading the script.

After that, ask them to go over Activity six. They should read the conversation again to find the answers.

Optional activity: Put your students in pairs to practice the conversation, and if there is plenty of time, motivate them to write one original conversation following the previous conversation as a model.

If you assign this conversation to be written at home, ask them to bring it to the next class so that you can check it and give some feedback.

In the Language in use section, you should explain in detail how to use prepositions of place properly. You should explain the provided table, and give them some time to read and learn these prepositions.

Pre-teach the following vocabulary so that students can be familiar with the meaning and use of each preposition of place.

You can give your students the following structure:

<table>
<thead>
<tr>
<th>Preposition of place + nouns (object pronouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next to + the hospital</td>
</tr>
<tr>
<td>In front of + the shopping mall</td>
</tr>
<tr>
<td>In + the room</td>
</tr>
<tr>
<td>Between + you and me</td>
</tr>
<tr>
<td>Behind + her</td>
</tr>
</tbody>
</table>

If you have time you can explain your students that this structure is called "prepositional phrase".

A prepositional phrase is a group of words that begin with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the "object of the preposition".

You can connect two or more prepositional phrases with a coordinating conjunction. The seven coordinating conjunctions are: for, and, nor, but, or, yet, and so.

For example: The resort is beside the mountain and by the lake.
Optional activity: Once they have gotten the clue, ask them to write original statements. Give plenty of time to do this if they are in the classroom.

You can ask for volunteers either to tell or write their statements on the board. Invite the rest of the class to judge or say if the statements are written grammatically correct.

Before having your students do Activity seven, ask them to read the provided table about the correct use of prepositions again.

Now your students will be able to do the activity individually. Or you can put them in pairs to work together and help each other.

Assign Activity eight so your students can have enough time to answer the questions. If they are in the classroom, have them work individually. You can tell them to work in pairs if they want. When they finish the activity, put them in pairs to practice the pronunciation of each question as well as answer each one of them. You can pair them again with different classmates so that they can interact with others.

**Supplementary activity**

You can tell your students to copy the following statements as a dictation in their notebooks.

Then, tell them that every sentence contains a mistake and that they have to find it and fix it by re-writing each statement grammatically correct.

You can have your students work in pairs to help each other by comparing and discussing their work.

There are a book on the table.
There is an ant on your leg.
There are some tea in the pot.
There is some tools in the second drawer.
There aren't any water in the bottle.
There aren't any eggs in the fridge.
Are there any coffee left?
Is there any tickets for the show?
Lesson 3

WHAT IS YOUR FAMILY LIKE?

Methodology

Motivation
Ask students if they know how to say different kinds of personality traits in English. After that, ask them if they can describe their family members physically and if they can describe themselves in English. Ask students to tell you what a family tree is and some names of their family members.

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

In conversation one:
1. How many people are in the conversation?
2. What are the women’s names?
3. Whose boss are they talking about?
4. What is he like?

In conversation two:
1. How many people are in the conversation?
2. What are the men’s names?
3. Whose girlfriend are they talking about?
4. What is she like?

If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation and intonation of words, phrases and questions. If they are at home, assign your students to read and study the conversation carefully, and then ask them to answer the previous eight questions. You can have your students role play the conversations in front of the class.

In the Enrich your vocabulary section, you should tell students to read, learn and study the different expressions used to describe physical characteristics in English. Then, listen to and repeat each statement out loud carefully.

After looking at the pictures, listening to, repeating and studying all of the statements in this section, suggest that your students go over Activities one and two to check their learning progress.
Methodology Guide

Explain to your students that when describing physical descriptions, they can use two verbs:

<table>
<thead>
<tr>
<th>Be is used in a number of expressions about physical feelings (hunger, thirst etc.) and physical conditions (age, size, color etc.)</th>
<th>As an ordinary verb, have is used to talk about states: possession, relationships, illnesses, personal characteristics and similar ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Manuel.</td>
<td>We have a big house in the city. (Possession)</td>
</tr>
<tr>
<td>She is 25.</td>
<td>I have two children. (Relations)</td>
</tr>
<tr>
<td>He is an architect.</td>
<td>The applicant must have a good personality. (Personal characteristics)</td>
</tr>
<tr>
<td>We are happy.</td>
<td>She has a nice temper. (Personal characteristics)</td>
</tr>
<tr>
<td>It is cold today.</td>
<td>I have a bad headache. (Illnesses)</td>
</tr>
<tr>
<td>I am thirsty.</td>
<td>He has plenty of money but no manners. (Possession)</td>
</tr>
<tr>
<td>Are you hungry?</td>
<td>It is very cold.</td>
</tr>
<tr>
<td>He is tall.</td>
<td></td>
</tr>
</tbody>
</table>

After doing Activities one and two, ask your students to work in pairs to compare and discuss their answers.

Optional activities: 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 several adjectives.

Also, 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 the descriptions. In the Time to read section, you should advise students to read the paragraph several times to understand and take out the principle or main ideas of it.

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

You can ask students to listen to and repeat each sentence out loud after you. Exaggerate the intonation and stress of key words to call students’ attention of the importance of some words or phrases which contribute to get the main ideas.

If they are in the classroom, make small groups of four or five to work and discuss their answers. Assign students to do Activity five at home, and ask them to bring it to the next tutoring session. Tell your students to use the previous paragraph as a model.

In the Conversation and more section, tell your students to listen to the conversation about a family description carefully.

Play the audio of the conversation once or twice to get familiar with the vocabulary and the topic. Then, ask your students to tell you what the conversation is about.

You can ask them to listen to the conversation again without stopping after each sentence so that they can get or grasp some ideas or key words or phrases from it.
You can also ask your students to listen to each statement carefully so that they can find out if in that specific part they can get the answer of a specific question.

These are some tasks that you can carry out in the while-listening to the activity:

The while-listening stage

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.

In Activity six, ask your students to answer the questions individually first. Then, put them in pairs to compare their answers and practice the conversation.

In Activity seven ask your students to put the sentences in order to make a complete paragraph. Tell your students to copy each sentence on a separate piece of paper and at the end try to put the sentences together to check coherence or logical sequence.

Coherence refers to how well the contents of a paragraph "hang together". Achieving unity in your paragraphs is a good start on coherence, as is having the substantive supporting detail that helps you to achieve paragraph development. However, coherence goes beyond achieving unity or avoiding digressions.

Coherence refers to how the individual sentences--their order within the paragraph and their individual structures--relate to one another in shaping the paragraph.

In Activity eight, assign your students to describe one of their best friends by telling their physical characteristics and personality traits. Ask your students to bring these descriptions on a separate sheet of paper with their names at the top to the next tutoring session.

In the Enrich your vocabulary section, you should tell students to read, learn and study the different words used to describe people’s personality traits or characteristics in English. Then, tell your students to listen to and repeat each adjective out loud carefully.

After listening to, repeating and studying all words in the tables, suggest that your students go over Activities nine and ten to check their learning progress.

In the Language in use section, ask your students to read and study the table to know how to express and ask about people’s physical appearances.

Here your students can see how to make questions using the verb “be” and the auxiliaries “do” and “does” to make questions and answer those questions.

Once your students have gotten the idea of how to structure questions and answers, have them go over Activities eleven and twelve.
Second Unit

Lesson 4

WHAT IS A FAMILY FOR?

Methodology

Motivation
Ask your students if they know the difference between home and house in English or Spanish. Also, ask them if they know what a family tree is or stands for. You can ask them to tell you what a family tree looks like. Also, ask them if they know how to say or write each family member relationship in English. Finally, ask your students to tell you if they know the real meaning of a family and provide you some examples of what a family is.

Methodological guidelines
If your students don’t know how to say the all of the names of the family member relationships in English, write some on the board, especially the ones that appear in the first conversation of the lesson. Or make them brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the lesson.

Tell your students to listen to the conversation without looking at the text several times to get familiar with the new vocabulary.

Also, assign your students to read and listen to the conversation carefully to get familiar with the vocabulary. Then, ask your students to do Activity one to check their listening and reading comprehension. 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 when necessary.

In the Enrich your vocabulary section, you should ask students to learn the pronunciation and the correct spelling of common family member relationships in English. You can dictate or spell different relationships so that your students can practice enough before going over Activity two.

Tell your students to learn how to spell and pronounce each family relationship properly. Put students in pairs to answer the provided questions in Activity two. Give them some time to answer, compare and discuss their answers.

You can have your students spend some time reading and studying the provided family tree picture so that they get familiar with the names of each family member.

In the ‘Time to read’ section, have students read the passage called “Dinnertime”. Tell your students to read the paragraphs to grasp the main idea or find key words which help them comprehend the text’s principle ideas. Remind them that they can use scanning, skimming and finding the main idea reading techniques to improve their reading comprehension and reading pace.
You can remind your students about the reading comprehension tips to anticipate some common difficulties or limitations when reading English texts:

1. Tell your students not to stop every time they find a new word to look it up in a dictionary.
2. Tell your students not to waste time and effort trying to pronounce every word they read, and they should read silently and mentally instead.
3. Tell your students that they will be more efficient if they perform one skill or sub-skill at a time.
4. Tell them to ask themselves what the paragraph was about and try to answer this question after reading a complete paragraph.

Have students go over answering the reading comprehension questions in Activities three and four.

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

You can assign your students to read the Conversation and more section at home. The aim of this section is to develop students’ listening and reading skills. They must focus on comprehension rather than on specific words or phrases that they do not know.

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

In the Enrich your vocabulary section, ask your students if they know the difference between a house and a home. You can ask them to make a list of the differences, or have them go to the board and write the words.

You can provide the following chart so that they can write the differences:

<table>
<thead>
<tr>
<th>House</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

Then, give an explanation about the difference between a house and a home before having your students read the article “A house is not a home”.

If you assign this reading to be done at home, tell your students to apply some reading comprehension techniques before answering the questions in Activity six.

Assign your students Activity seven to do at home so that they can have more time to reflect on their answers. Ask your students to bring the answers to the next tutoring session to share and compare with other classmates.

In the Language in use section, have students read and study the information about idioms derived from kinship carefully.
Tell your students that these idioms do not follow any specific rules. There is no rule to figure out their meaning but learn them by heart and by means of practicing them in meaningful context.

You can have your students read the first group of idioms individually until your students have learned the meaning and usage of the first group.

Have your students listen to and repeat each idiom and its meaning carefully.

Then have your students read each example out loud in pairs and have them take turns several times until they manage the proper pronunciation.

Assign your students to study and learn the second group of idioms, and tell them to do the same activities as they did in the previous list of idioms.

Assign your students to do Activity nine at home, and tell them to spend some time double checking their answers.

Optional activity: Before having your students do Activity nine. Make small groups to discuss the meanings of both groups of idioms. Provide your students plenty of time to do this activity.

Then, have your students go over Activity nine. Have students do Activity ten individually, and then put them in pairs to compare and discuss their answers.

**Supplementary activity.**

**Activity**

You can provide these statements about family member relationships on the board or on a piece of paper so that your students can fill them in with the appropriate response.

1. My brother’s daughter is my ___.
2. My mother’s husband is my ___.
3. My father is my son’s ___.
4. My uncle’s children are my ___.
5. My father’s sister is my ___.
6. My mother is my daughter’s ____.
7. My son and my daughter are my father’s ___.
8. My sister’s son is my ___.

**Methodology Guide**
Lesson 5

WHAT DO YOU DO AT HOME?

Methodology

Motivation

Ask students if they know how to say common housework and family chores in English, or have them write some words in their notebooks or on the board as a brainstorming technique. Then, ask them to identify or tell some of the different activities they perform in their house. Also, ask them if this housework and chores are distributed equally among the members of their family. Finally, ask them if they know how to say the different expenses of their homes in English.

Methodological guidelines

Assign 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.

Before going over the Enrich your vocabulary section, ask your students if they know some housework and chores at home. Make them brainstorm, and write their responses on the board.

After that, tell your students to read the information provided in this section carefully.

Have students listen to and repeat each chore or task out loud.

Have students do Activity two in pairs so that they can help each other compare and discuss their responses.

You can have your students read each sentence individually or as a class.

In the Time to read section, have your students read both paragraphs using scanning and finding the main idea reading techniques.

You can advise them to read the questions carefully first so that they will know what to look for in advance. This can be done once your students know how to scan or skim a text. You can read and have your students listen to each line of both paragraphs to get familiar with the pronunciation and intonation patterns.

Ask your students to do Activity three in pairs to help each other or compare and discuss their answers.

Optional activity: In Activity three, have your students do it individually first. Then, say each statement and ask your students to raise their hands if they think the statements are true or false.

You can use the following questions:

1. Who says statement one is true (false)?
2. Is statement two true or false?
3. Raise your hand if you think statement three is false (true)?
You can make them think about their responses by asking the question “Why?” after each statement.

You can assign Activity four as homework, and tell your students to bring their answers to the next class. You can assign them a short investigation about family chores.

In the Conversation and more section, first provide your students with some listening strategies to improve their listening comprehension.

You can use the following information:

There are several strategies that your students and you can use to prepare for a listening experience. You can:

1. Activate Existing Knowledge. Students should be encouraged to ask the question: “What do I already know about this topic?” From this teachers and students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view films or photos, and write and share journal entries.

2. Build Prior Knowledge. Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation.

3. Review Standards for listening. Teachers should stress the importance of the audience’s role in a listening situation. There is an interactive relationship between audience and speaker, each affecting the other. Teachers can outline the following considerations to students:

   Students have to be physically prepared for listening. They need to see and hear the speaker. If notes are to be taken, they should have paper and pencil at hand.

   Students need to be attentive. In many cultures, though not all, it is expected that the listener look directly at the speaker and indicate attention and interest by body language. The listener should never talk when a speaker is talking. Listeners should put distractions and problems aside. Listen to others as you would have them listen to you.

4. Establish Purpose. Teachers should encourage students to ask: “Why am I listening?” “What is my purpose?” Students should be encouraged to articulate their purpose.

Am I listening to understand? Students should approach the speech with an open mind. If they have strong personal opinions, they should be encouraged to recognize their own biases.

Am I listening to remember? Students should look for the main ideas and how the speech is organized. They can fill in the secondary details later.
Am I listening to evaluate? Students should ask themselves if the speaker is qualified and if the message is legitimate. They should be alert to errors in the speaker’s thinking processes, particularly bias, sweeping generalizations, propaganda devices, and charged words that may attempt to sway by prejudice or deceit rather than fact.

Am I listening to be entertained? Students should listen for those elements that make for an enjoyable experience (e.g., emotive language, imagery, mood, humor, presentation skills).

Am I listening to support? Students should listen closely to determine how other individuals are feeling and respond appropriately (e.g., clarify, paraphrase, sympathize, encourage).

Have your students read and study the information and table provided to have a solid idea how to use the possessive pronouns in context.

Once your students know what to listen for, you should play the audio at least three times. As they are listening to the conversation, you can prompt the questions from Activity five to be answered in pairs or small groups.

After that, have students read the conversation in Activity six. Tell your students to listen to the same conversation again to try to complete the conversation in pairs.

Suggest that your students don’t look at the answer key immediately but compare and discuss their answers with other classmates.

Also, you can have them practice the conversation in pairs and tell them to perform it in front of the class.

Optional activity: Before having students listen to the conversation, tell them to read the questions several times in Activity five first, and ask them to keep them in their minds. Then play the audio for them to listen to carefully to try to answer the questions. This can be done in groups so they can help one another. Play the audio again to check the answers.

In the Enrich your vocabulary section, ask your students to think of the times they have done some housework. Ask them to tell you what kind of housework they have done.

After that, assign your students to listen to and repeat the list of housework out loud.

Have your students do Activities seven and eight in pairs to help each other.

The objective of the Language in use section in this lesson is to introduce students to the use of the verbs “do” and “make”.

Tell your students to read the information carefully to get familiar with the new topic. Then give your students plenty of explanation and examples to clarify their doubts.

Tell your students to do Activities nine and ten until they understand and manage the usage of these verbs.
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 two, your students are to present the project called “This is my family” on computer paper, either hand written or printed.

At the end of the unit, your students will be able to do a complete description of their house and family members in English. Look at the sample below:

<table>
<thead>
<tr>
<th>Aspects of my family</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>House address and location:</td>
<td></td>
</tr>
<tr>
<td>House description:</td>
<td></td>
</tr>
<tr>
<td>Family tree diagram:</td>
<td></td>
</tr>
<tr>
<td>Family description - appearance and personality:</td>
<td></td>
</tr>
<tr>
<td>Family housework and expenses:</td>
<td></td>
</tr>
</tbody>
</table>

Take advantage on 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 2E.

In Hands on! 2A, you should tell your students to include specific information about where their family house is located. They can provide the address and location where they and their family lives. You can tell your students to include information about the house they grew up in and state history relating to their family.

Tell your students to remember previous experience they have lived in their homes since they were children up to now.

You can provide some chart samples so that your students can have a clear picture on how their chart may look like to avoid misinterpretations and waste of time and effort.

In Hands on! 2B, tell your students that they will need to include a short paragraph describing the house or apartment their family lives in. Remind your students that this might also include their childhood. Suggest that your students follow the passage on page 67, which presents a description of a house.

Advise your students to give as accurate information as possible so that they can really have trustful input which can be used for comparing their previous and current houses or places where they live.

Tell your students to show you what they have done as they work so that you can give them some feedback on time. If they have not done anything yet, talk to them and motivate them to begin their project as soon as possible.

In Hands on! 2C, you should tell your students to include a short paragraph describing their family. Tell your students to note Activity 7 and follow the family description above as a model.
You can ask your students to write what they can about all of their family members, those who have died and those who are still living. Ask them to remember any stories about a particular person, and ask them to write those down, too.

Tell your students that these aspects are really important to consider when describing their family. Motivate your students to include other aspects they think are relevant or necessary for their project.

In Hands on! 2D, tell your students to make their own family tree diagram. Suggest that your students look at and follow Activity two as a model for theirs. Tell your students to try to include all of their family members. Tell them to ask other family members for help in completing this part of the project.

In Hands on! 2E, tell your students to complete the last part of their project. They have to make a list of the most common chores that their family members perform. Also, ask them to make a list of their family’s expenses. Ask your students to include or say if these have been the same from generation to generation.

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. They can use the following link:

http://www.merriam-webster.com/

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 their project.

If necessary, provide several ways to fill out the different aspects related to their project. You can have some student samples so that they can follow them as a guide.

When they hand in their project, ask your students to give a short oral report about their experience 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 3

Shopping Time

Unit concepts

This unit introduces the present continuous in all forms. Students practice the tense in context and it is contrasted with the simple present. At this point the present continuous tense forms are used in a limited range of topics so that students become familiar with the forms of this new tense. Students get skills practice with reading, listening and writing tasks or activities. Also, this unit introduces the use of “how much and how many” in combination with countable nouns and non-countable nouns in English.

Also, quantifiers such as some, any, little, a few and some other quantifiers are introduced in context in a practical and systematical way.

Clothing and personal care items, home appliances, colors, prices, groceries and produce and other vocabulary are introduced in context throughout the unit. Also, this unit reviews implicitly the use of “there is” and “there are”: singular and plural forms. Also, the singular and plural forms of countable nouns are reviewed in context.

Unit three aims to let students be able to describe what people are wearing or carrying as well as give details about the kinds of clothes, their colors, material and so forth. Besides that, students learn and practice the colors, clothes and accessories that are used on different occasions. Students talk about different kinds of home appliances, foods and drinks as well as how to prepare them. Finally, students learn how to ask and give prices using amounts of money up to one thousand 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 present continuous tense is studied with all subject pronouns. The information or Wh- word questions are introduced through the topics of clothes, accessories, and colors: What are you wearing? What color is she wearing? Other question words are introduced and reviewed systematically throughout the unit.

In this unit, the verb “be” is used as an auxiliary verb to construct the present continuous tense. 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

Prices up to one thousand dollars are introduced. Students must be introduced to the correct order of adjectives when describing clothes and accessories. Names of furniture and home appliances are used in context. The use of these vocabulary sets will be discussed in the Methodology section of each lesson.
Lesson 1

DOES IT LOOK GOOD ON ME?

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 the different sizes of some clothes in English. Finally, ask them if they know what to take into consideration when buying things.

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

Methodological guidelines

Once your students have said something about their favorite accessories and clothes, you should ask them to read the conversation in Activity one carefully to understand what it is all about. Then, play the conversation and ask students to close their books and listen to it carefully.

You should ask students to answer the questions according to the conversation they have 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.

In the Enrich your vocabulary section, ask your students to read the information about the common clothes and personal care items that Salvadorans wear the most.

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

Optional activity: Ask one or two students to read each statement and have the rest provide the correct personal care item.

Before having students read the article about a discount clothing store in the Time to read section, tell your students to look at the glossary to get familiar with new words. Then, ask them to read to understand the main idea of the reading passage. Tell students not to stop every time they find a new word or expression they do not know.
Remind your students to keep reading to grasp the idea. If they find new words, tell them just to underline the words and at the end they can look up those new words to increase their own vocabulary or glossary list.

Optional activity: Before doing Activity three, you can have listen to this article and repeat each line to practice pronunciation and intonation patterns. Once they have read the complete article, have your students read and answer the questions. Have them compare their answers. Motivate students not to look at the answer key before finishing the activity. You can have your students read each question and have the rest give the answers orally.

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

Remind your students to learn all as many clothes, accessories and personal care items as possible so that they can do the activities successfully.

In Activity four, students have to work in groups to ask and answer each question orally. Assign your students different roles when working in groups, and tell them to change roles within the group work.

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

Do you give your mother presents on Mother’s Day?
Do you know your mother’s likes in clothes and personal care items?
What do you usually buy her?
Where do you buy those items?
Do you pay in cash?

In Conversation and more section, have students read the questions in advance so that they will know what to listen for. This is done to have students listen for a purpose so they will optimize their listening comprehension. Remember that reading the questions before listening will give your students an idea of what the text is about and facilitate their understanding. It will also focus their listening. Tell your students to play the audio of a couple of times so that they can get familiar with it or have an idea what the conversation will be about. After that, have your students do Activity five in pairs or small groups to help one another.

In Activity six, have your students fill in the blanks to complete the conversation by using the words provided first. Then, tell them to listen to the conversation to check their answers.

In the Enrich your vocabulary section, ask students to memorize, learn or internalize the different meanings of “use” and “wear” in English.
Have your students listen to and repeat each question and answer several times. Once they have a good management of these differences, ask your student to do Activity seven.

In Activity eight, have your students match the phrasal verbs with their corresponding meanings.

In Activity nine, your students should get in groups so that they can and answer these questions orally. Tell your students to distribute the roles for group discussion.

In the Language in use section, tell students to read, study, and pay attention to the information about how to make different kinds of statements using the present continuous tense in English.

You can provide the following formulas:
Affirmative: Subject + verb be form + main verb+ing +complement
Negative: Subject + verb be form+not + main verb+ing +complement
Yes/no question: Verb be form + subject + main verb+ing + complement ?
Informative question: Question word+ verb be + subject + main verb+ing + complement ?
Once your students have gotten familiar with these new tenses and forms, have them do Activity ten.

In Activity ten, have your students take a look at each picture carefully before telling what each person is wearing.

In Activity eleven, have your students complete each statement with the correct word.

In Activity twelve, have your students listen to and repeat out loud each question several times until they learn the pronunciation and intonation of each question.

After that, have your students work in groups to ask and answer each question orally.
Tell your students to assign roles to each member of the group so everybody can have a special responsibility and contribute to the effectiveness of the group discussion activity.

Optional Activity: You can ask a couple of students to go to the front and perform a short dialogue using the questions in Activity twelve.

Finally, tell your students to review the entire lesson before trying to complete the self evaluation section.

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.
Lesson 2

WHAT COLOR IS THAT?

Methodology

Motivation
Ask your students if they know what primary and secondary colors are. Then, ask them to say the names of colors in English. Ask them if they know how to describe the physical characteristics of any object in English.

Methodological guidelines
Before having students go over the Conversation and more section, you should tell them to listen to and read the conversation carefully to get familiar with the new vocabulary about weather condition.

Have your students repeat each line of the conversation several times, and then play the audio making short pauses so that students can imitate the pronunciation.

You can write some key words form conversation one and two on the board and have students repeat out loud:
Skirt, purple, $2.5, cash, try on, etc.

Optional activity: You can divide the class into two groups: A and B. These two groups will take turns practicing the conversation. You can have some volunteers go to the front to perform the conversation.

Put your students in pairs to work on Activity one to answer the questions both in written and spoken forms.

In the Enrich your vocabulary section, tell your students to complete the following graphic organizer about colors:

```
Colors

Primary Colors

Secondary Colors
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Primary colors are colors in their own right. The three primary colors are: red, yellow and blue. Secondary colors are obtained from the combination of primary colors.
For more information see:
http://www.technologystudent.com/designpro/pricoll.htm
http://www.first-school.ws/t/colorarc.htm
http://www.enchantedlearning.com/crafts/Colormixing.shtml

Optional activity: You can ask your students to investigate more about color mixing as homework assignment. Ask your students to listen to and repeat each color as many times as possible, and tell them to learn these new words by heart because they will be used throughout the unit. Tell your students to learn these colors which can be also used as adjectives so that they can do the following tasks more effectively.

Once your students have good management of the spelling and pronunciation of these colors, have them do Activity two. Put your students in pairs to listen to, help each other and discuss their answers.

In Activity three, have your students write the correct color of the given clothes and accessories in English.

Before presenting the Time to read section, have your students answer the following questions as a pre-reading activity:
Which is your favorite color?
Why?
Do colors have special meanings?
Do colors tell something about people’s personalities?

In the Time to read section, you should advise your students to read the article several times to understand and identify the main idea of each paragraph.

Once the students have the general idea of the text, tell them to do Activity four. If they have some wrong answers, tell them to go over the text again to read the text to complete the activity.

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

Optional activity: As a pre-listening activity you can ask your students the following questions:
What size are you in jeans?
What size are you in shirts?
What colors do you like in blouses/shirts/jeans/skirts?
How much are your jeans/pants/shoes/sandals?
In the Conversation and more section, have students listen to the conversation carefully a couple of times to understand and get familiar with the topic as well as the vocabulary.

Optional activity: After listening to the conversation several times, have your students answer the questions individually. You can write the questions on the board to avoid having students get distracted.

Once they have done this, tell them to listen to the conversation again. Play the audio making pauses so that students can listen and grasp the necessary information to answer each question correctly.

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.

In Activity six, have your students listen to a conversation to put the statements and questions in the correct order.

Optional activity: You can have your students compare and discuss their answers in Activity six. 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.

Before presenting the Language in use section, remind your students about the importance of recognizing the English language structure patterns when ordering the elements in a statement. 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 chart about the order of adjectives when describing people or objects in English carefully.

In Activity seven, you can put your students in pairs to rewrite the given phrases in the corresponding order.

In Activity nine, have your students describe the clothes or accessories that they like to wear the most. Tell them to follow the order of the adjectives when describing these items.

Before having students go over the Enrich your vocabulary section, ask them if they know what some clothes or objects are made of in English.

Make a web graphic organizer so that your students can write some names of materials in English as well as examples of things made of these materials.

For more information about this kind of graphic, see:
http://abcteach.com/directory/researchreports/graphic_organizers/web_organizer/
http://www.enchantedlearning.com/graphicorganizers/
In the Enrich your vocabulary section, have students study and learn the information about materials used to manufacture things as well as the question and answer forms used. Assign your students to do Activity nine individually first. 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, and ask your students to tell what each item could be made of.

You can have your students ask one another the following questions:

What is it made of?
What are they made of?

Optional activity: Have your students ask one another what each of their own clothes, accessories and personal objects are made of. Tell them they can use the above questions.

In Activity eleven, have your students choose the letter that best complete each statement correctly.

If students do not remember or cannot do this activity properly, ask them to review the material or sections where this topic was covered or studied.
Lesson 3

HOW MUCH DOES IT COST?

Methodology

Motivation
Ask students if they know how to say or write different prices correctly in English. After that, ask your students if they know how to buy items in catalogues or online from their homes. Besides that, have your students tell you if they know how to say or write quantities of money from five hundred to one thousand dollars in English. Finally, ask your students if they know some recipes to cook a specific kind of food in English.

Methodological guidelines
Assign your students 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 prices and home appliances.

Optional activity: 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 prices and home appliances. Ask your students do Activity one without looking at the answer key.
As a post-listening activity, you can ask your students the following questions:
Do you have a (LCD) television set?
What size is it?
Do you have a home theater?
Are they expensive or cheap?
How much are they?

In Enrich your vocabulary section, you should tell students to read, learn and study the chart about money amounts from $500 to $1000 carefully.
Then tell them to listen to and repeat each money amount several times.
Optional activity: Have your students read the chart of money amounts to practice their pronunciation and intonation or stress pattern. After listening to and repeating all the money amounts, suggest that your students to go over Activity two to check their learning progress.
In Activity two, have your students listen to and repeat each amount of money carefully, providing the correct pronunciation of the sound [θ] represented by “th”. Go over it to check pronunciation errors.
Dental Sound

In a dental consonant, the tip or blade of the tongue approaches or touches the upper teeth. English [θ] and [ð] are dental fricatives. There are actually a couple of different ways of forming these sounds:

The tip of the tongue can approach the back of the upper teeth, but not press against them so hard that the airflow is completely blocked.

The blade of the tongue can touch the bottom of the upper teeth, with the tip tongue protruding between the teeth -- still leaving enough space for a turbulent airstream to escape. This kind of [θ] and [ð] is often called interdental.

The diagram to the right shows a typical interdental [θ] or [ð].

For more information about this vowel sound, see:
http://128.255.56.81/~acadtech/phonetics/english/frameset.html
http://linguisticszone.blogspot.com/2008/03/more-digraphs-th-and-wh.html

In Activity three, have your students listen to the prices from an online catalog and write the price of each item in the price tags.

In the Time to read section, tell your students to listen to the article called “Buying Online Has a Great Many Advantages” without reading it. This can be done so that your students get familiar with or get to know what the text is all about.

After that, 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 but to read for overall comprehension.

Put the students 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 four 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 Activity four, have your students work individually first. Then, have them ask and answer these questions with another classmate both in an oral and written form.

In the Conversation and more section, have students listen to the first conversation carefully to understand and get familiar with the vocabulary.

After that, have your students 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.

Then, have your students listen to the second conversation carefully to know what the it is about. After that, have your students answer the questions from the conversation in Activity six in pairs. 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 both conversations again. After that, play the audio so that students can repeat every line of each conversation.

Optional activity: Have your students role play the conversations 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 five and six.

In the Time to read section, have your students read the article carefully to understand what this article is all about. Then, have your students do Activity seven in pairs to help each other.

The Language in use section introduces the question forms that your students can use to ask for the price of any item in English.

Have them go over the examples and the chart provided so that they can get clear ideas about the use of these questions. You can have your students practice the pronunciation of these questions with their corresponding possible answers.

Once students have gotten familiar with the questions and answer forms, have your students do Activity eight.

In Activity nine, you can put your students in pairs or in small groups to ask and answer each question orally.

Optional activity: Have your students go over the questions in Activity nine. 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 for several minutes.

In Activity ten, ask your students to express prices in words.

After that, assign your students do Activities eleven and twelve as homework.

If you have enough time, have your students practice the conversation first.
Lesson 4

DO YOU HAVE A MICROWAVE OVEN?

Methodology

Motivation
Ask your students if they know how to say or write the most common home appliances in English. Also, ask them if they know what each of these home appliances are for. In addition, ask them if they know how to operate or use these appliances properly. Finally, ask your students if they know which are the most important pieces of furniture in a home.

Methodological guidelines
If your students don't know how to say or write the names of pieces of furniture and home appliances, 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 tell what they remember about this conversation.
Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary about home appliances and furniture. Then, ask your students to do Activity one to check their listening and reading comprehension, or have your students answer the questions without reading the script.
If they are in the tutoring session, motivate your students to practice the conversation in pairs. Check for mistakes in pronunciation and intonation and provide positive feedback.
In Enrich your vocabulary section, you should ask your students to learn the pronunciation and the correct spelling of the most common names of home appliances and furniture in English. You can dictate or spell different names of home appliances and furniture in English so that students can practice before going over the next activity.
Optional activity: Have students listen to and repeat each home appliance and piece of furniture several times.
After that, have students do Activity two. Give your students some time to classify all provided items into the rooms of a house individually first. Then, put your students in pairs to compare and discuss their answers.
In Activity three, have your students answer each question in pairs or small groups both in an oral and written form.
Optional activity: You can facilitate your students the ways in which they can answer each question:
Example:
What is in your kitchen?
Option one: I have a stove, a refrigerator, and a blender.
Option two: There is a stove, a refrigerator and a blender.
Practice these questions with the whole class before having your students answer all questions in Activity three.

In Activities two and three, you can have your 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 see:
http://www.kaganonline.com/KaganClub/FreeArticles/ASK17.html

Before introducing the article about U.S. garage sales, ask them if they know some words or phrases related to this topic 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 your students to read the article several times to understand and take out the main ideas.

Tell your students to apply the scanning, skimming or finding the main idea reading techniques. You can practice the following reading technique and provide your students some information about skimming as well.

**Skimming** 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 scanning 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 about this technique, see:
http://www.bbc.co.uk/skillswise/words/reading/techniques/skimming/index.shtml
http://www.howto.co.uk/learning/reading-techniques/skimming_strategies/
http://ezinearticles.com/?Skimming---A-Useful-Technique-in-Speed-Reading&id=1458411
Once your students have the general ideas of the text, tell them to do Activity four, and suggest that your students look at the answer key 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, and have them repeat each line of the article.

In Activity five, have your students match the kinds of markets with their corresponding definitions. You can even have a couple of students read each definition, and have the rest of the class say the correct kind of market.

In the Time to read section, have your students read the text first to get the general idea what the passage is about.

Then, have your students listen to the passage to get familiar with the pronunciation and intonation patterns.

After that, tell your students to listen to the passage more carefully and try to grasp the missing words from the text.

Now tell your student to go over Activity six in which they have the missing words from the text. Tell them to listen to the passage one more time to double check their answers.

In Activity seven, have your students read each statement so that they can choose the option that best completes each statement.

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 eight to check their listening and reading comprehension.

In the Language in use section, have your students read and study how to make questions and answers to ask what an appliance is for. If your students need an extra explanation, provide it in a simple way.

After studying the charts carefully, assign your students do Activities nine and ten in small groups following the Cooperative Learning Principles. Tell them not to look at the answers yet. Tell them to learn the information provided in the previous charts before doing Activities nine and ten.

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

Have students work on Activity eleven in pairs to help each other. Go around the room to provide help as needed.

In Activity twelve, have your students work in small groups to complete each statement.
Lesson 5

WHAT DO WE NEED?

Methodology

Motivation
Ask students if they know how to say some names of the most common fruits, vegetables, cereal and meat in English. After that, ask them if they know how write or say different kinds of drinks, as well as main dishes. Have your students tell you where they usually go shopping. Finally, ask your students if they know any recipes to cook special food.

Methodological guidelines
Assign your students to read, listen to and study the conversation carefully.
If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of the names of any kind of food.

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. Then, you can ask the students to perform original conversations by substituting names of food and drinks.
As a post-listening activity, you can ask your students the following questions:
Do you go to restaurants to eat? / Do you eat out?
How often do you eat out?
What kind of food do you eat when you eat out?
What kinds of drinks do you like to have?

The Language in use section introduces the difference between countable and non-countable plural forms of nouns related to food in English.
Have your students go over the examples and the chart provided so that they can get clear ideas about the use of these singular and plural 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 or mass nouns, have them do Activity one.
In Activity one, you can put them in pairs to decide if the provided nouns are countable or uncountable.

In the Time to read section, have your students read a restaurant menu carefully. Then, tell them to learn these new words about food and drinks.
After that, have your students do Activity two in groups. Tell your students to assign specific roles to each member of the group.
In Activity three, you can put them in pairs or in small groups to complete each statement correctly.

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 four. 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 to practice pronunciation.

Assign your students to answer the questions in Activity five at home and bring it to the next class or tutoring session.

Optional activity: In Activity five, 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.

In the Time to read section, tell your students to read to the article. This can be done in class so that your students can get to know what the text is all about.

After reading the text carefully, tell your students to listen to it so that they can grasp the main ideas. Next, have your students do Activity six in pairs or small groups asking and answering the questions orally.

After that, you can ask your students other questions as a post reading activity:

**Post Reading Stage or Phase**

The postreading 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 after Activity six as a post-reading activity:

What is your favorite fruit?
What is your favorite vegetable?
Which raw food do you like to eat?
Do you eat too little or too much food in every meal?

The Language in use section introduces the difference between the expressions “how much” and “how many” in English.

Have your students go over the introductory paragraph about quantifiers. Read the examples and the chart provided so that they can get clear ideas about the use of these quantifiers used with countable and mass nouns. You can have your students practice the pronunciation and intonation of the example questions and possible answers. Once students have gotten familiar with these expressions, have them do Activity seven.

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

Optional activity: Have your students go over the example questions in the Language in use section. Spend some time providing the correct intonation of this type of question and the pronunciation of key words.

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

In Activity eight, have your students read each statement and have them choose the letter that best completes each statement.

In Activity nine, students have to work in groups to ask and answer each question orally. Assign your students different roles when working in groups, and tell them to change roles within the group work.

Remind your students to study regularly and develop and create a study habit which can accelerate their learning process.
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 consumer rights!" on computer paper, either hand written or printed.

At the end of the unit, your students will be able to make a complete document about the most common consumer rights that every person must have at hand before buying anything: exact price, quality, quantity, weight, warranty policies, refund, reimbursement and the expiration date of products, etc. Look at the sample.

<table>
<thead>
<tr>
<th><strong>Your consumer rights: Checklist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing a supplier:</td>
</tr>
<tr>
<td>Getting a quote:</td>
</tr>
<tr>
<td>What to sign?</td>
</tr>
<tr>
<td>Deposits &amp; receipts</td>
</tr>
<tr>
<td>Your rights</td>
</tr>
</tbody>
</table>

Take advantage on 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 this document about consumer rights. And tell them that the template should be filled out following correct punctuation, capital and spelling rules. Make sure they provide and write the correct names of categories and sub-categories.

In Hands on! 3A, tell your students to investigate the warranty polices of the businesses and stores that they like to shop at. Also, tell them that before buying any goods, they should always check to see that the store gives a full refund if you want to return an item. They have to begin creating a checklist of consumer's rights to defend themselves.

In Hands on! 3B, tell your students to keep track of the quality and characteristics of goods they like to buy. Also, tell them that they have to add these aspects to their checklist to keep record of purchasing features for future claims.

In Hands on! 3C, tell your students they should include the necessary information that backs up an online or catalog purchase. Besides that, advise your students to include on their checklist these special terms or conditions of the purchase for future claims.
In Hands on! 3D, tell your students they should save the receipts for purchases that stores give them for future claims. In addition, tell your students they have to add to their checklist the receipt characteristics: where the price, quantity and the warranty time must be included.

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 them.

In Hands on! 3E, tell your students to revise the products they have recently purchased and check that the quantity, price, and weight of them match with what they are really looking for. If not, advise your students that they have the right to claim and ask for a full refund. Tell your students to include these aspects in your consumer’s rights checklist.

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 to and clarify any doubts your students may have throughout the unit in relation to the first part of the project.

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

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 you students present their projects and a short oral report on in front of the rest of the class.
Unit concepts

This unit introduces the use of the future tense “be + going to” in Yes/No and Wh-word questions with all subject pronouns. At this point, the future tense is used in a limited range of topics, such as requests and invitations, so that students can practice all forms of this new tense. Students get skills practice with reading, listening and writing tasks or activities.

This unit also reviews the present tense with auxiliaries (do, does, can, could, would and be) in Yes/No questions and Wh-word questions with their corresponding affirmative and negative forms. Also, this unit introduces the use of the auxiliary “will” to express future, as well as adverbs of time in meaningful context in English. It also reviews prepositions of time and place and object pronouns in context in a practical and systematical way. Invitations, requests, celebrations, special events, future plans and other vocabulary sets are introduced in context throughout the unit.

Unit four aims to let students be able to talk about future plans, invitations, and requests, as well as expressing agreement or disagreement about different activities or events. Besides that, students are able to make formal and informal invitations, both orally and in writing. In addition, they will also be able to accept or decline them. Finally, your students will be able to plan social or cultural events in advance. 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” with all its form is used as a helping verb to construct the future tense with “going to”. “Be + going to” is used to express future time, and it is introduced in affirmative, negative and question forms. The question words are introduced through the topics of invitations, requests, special events and celebrations: Where are you going to go next weekend?, When are you going to travel?, Who is going to come?, Where is it going to be? Other question words are introduced and reviewed systematically throughout the unit.

The auxiliaries (do, don’t, does, doesn’t, can, cannot, would, wouldn’t, could and couldn’t) are introduced with several verbs as well as in combination with the rejoinders “too” and “either”. 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

Expressing agreement and disagreement, expressions of time, invitations, requests, and future plans are introduced throughout the unit. All of these will be presented and discussed in the Methodology section of each lesson.
Lesson 1

WOULD YOU LIKE TO JOIN US?

Methodology

Motivation
You should ask your students if they know how to say the most common family celebrations or special events in English. Besides that, ask your students if they know how to make oral and written invitations to any kind of special event or celebration in English. Also, ask them to tell you if they know how to accept or decline an invitation politely. Finally, ask them to tell you if they know what to take into consideration when planning a family event or celebration.

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

Methodological guidelines
Once your students have said something about their favorite family celebration, 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.

Before introducing the Enrich your vocabulary section, have your students complete the following graphic organizer about family celebrations in El Salvador.
After that, have students see the list of common social and cultural events, and then tell them to repeat each several times until they get familiar with their pronunciation and spelling.

Then, ask students to do Activity two individually. Tell them that they should read each statement carefully to choose the word that best completes it. After some time, put the students in pairs to compare and discuss their answers.

Optional activity: Ask one or two students to read each statement and have the rest say the correct choices.

In Activity three, have your students read every statement carefully, and choose the word or phrase that best completes each statement.

Before having students read the article about different types of party invitations 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 that they do not know.

Optional activity: Before doing Activity four, you can have them 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 four, and have them compare their answers. Motivate students not to look at the answer key before finishing the activity.

Before having your students go over the conversations, ask them a couple of questions as a pre-listening activity:
Do you like parties? Do you go to parties?
What kind of parties do you like? Why?
What clothes do you usually wear in these kinds of parties?

In the Conversation and more section, tell your students to read the questions about a conversation that they are going to listen to carefully in Activity five. This is done so that your students can have a specific listening purpose before listening to it.

In Activity six, have your students listen to the same conversation again put the given statements in the correct order.

Once they have ordered the conversation correctly, tell your students to play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversation. If they are in the tutoring session, divide the class into two groups to take the roles of A and B. If there is time, ask for some volunteers to go to the front to act out the conversations.

In Activity seven, have your students work in groups and assign each student 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 fit the members’ personality and level and that they are not similar. Asking the shyest person in the group to be the spokesman may not always be the best bet.

For more information about this topic see:
http://virtualstaffroom.blogspot.com/2008/04/problem-whenever-i-assign-group-work.html
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.

In the Enrich your vocabulary section, ask students to read the introduction about accepting and declining invitations carefully.

Have your students read and identify new words related to this new topic, and tell your students to copy them in their notebooks for further use. Remind your students to keep track of new words to increase the number of learned words.

Tell your students to pay careful attention to the questions used to invite someone informally and formally, as well as the statements used to accept or decline those invitations in English.

Optional activity: You can have your students listen to and repeat each question with their corresponding possible answers: accepting or declining invitations.

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

In the Language in use section, tell your students to read, study, and pay careful attention to the way questions to make formal invitations are constructed in English.

Give your students the following formula:
Auxiliary + subject + verb + complement +?

Also, ask your students to study and learn how to make the answer to those questions.

Give your students the following formula:
Subject + auxiliary + verb + complement
Have your students listen to and repeat the questions and possible answers several times to practice the proper pronunciation and intonation.

This Language in use section also presents information about the long and contracted forms of the expression: "would like". Provide your students some time to practice the correct pronunciation of the contracted forms.

Optional activity: Provide your students the proper rising intonation pattern for this kind of question:
Would you like to come to the party?
Remember: 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-word question
When are you coming? Where are you going?

Using a different pattern typically adds something extra to the question. E.g., falling intonation on a Yes/No question can be interpreted as abruptness. Rising intonation on a Wh-word question can imply surprise or that you didn’t hear the answer the first time and are asking to have it repeated.
Have your students listen to and repeat each question carefully to imitate the intonation pattern.

In Activity nine, have your students read and listen to two short dialogues carefully. Then, put your students in pairs so that they can help each other deciding which dialogue asks a formal invitation.
Optional activity: Have your students practice the two dialogues in pairs to practice pronunciation.

In Activity ten, have your students choose the letter that best completes each statement or question. Then, tell your students to listen to each question carefully to check and compare their answers.
In Activity eleven, have your students listen to and repeat the given statements and questions, and have them write the corresponding questions or answers.
Optional activity: You can have your students do this activity in small groups so that they can help one another.
At the end you can have your students ask the questions orally.
Finally, tell your students to review the lesson before trying to complete the self evaluation section.
Lesson 2

WHEN AND WHERE WILL IT BE?

Methodology

Motivation
Ask your students if they know what kind of information a formal or informal invitation should have in English. Ask them if they know how to write any kind of invitation cards in English. Finally, ask your students to tell you what kind of invitation cards they know.

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

1. Do you invite people to go to celebrations?
2. Are you usually invited to go to parties?
3. Do they give you an invitation card for each invitation?
4. Do you accept all the invitations?
5. What is schema?
6. How do we activate schema?
7. 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/lsnyc.doc
Ask your students to listen to the conversation carefully to get familiar with the new vocabulary about the months and important celebrations and invitations.

Have the students repeat each line of the 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 them out loud.

Optional activity: You can divide the class into two groups: A and B. These two groups will take turns, and you can have some volunteers go to the front to perform the conversation.

Put your students in pairs to work on Activity one. You can have your students ask each other these questions orally.

In the Enrich your vocabulary section, tell your students to read the information about the most important invitations cards for different occasions in English.

Ask your students to listen to, read and repeat each name of the invitation cards carefully many times as possible, and remind them to 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. Have your students work in groups to help each other and discuss their answers in Activity three. Tell them to assign each member of the group a specific role.

Optional activity: You can have a spokesperson from each group give an oral presentation about the group’s general opinions in front of the class.

You can evaluate that presentation using a rubric, which can be given to your students in advance.

Look at the sample:

### Oral Presentation Rubric

<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>

Total Points:
If you want to see more samples or information about rubrics see:

Optional activity: You can put students in pairs to make a conversation, and some volunteers can go to the front of the class.

In the Time to read section, you should advise students to read every invitation card several times to understand and take out the main details.

Once the students have the general idea of each invitation card, 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 each text carefully without reading it. This is done to practice listening comprehension.

Optional activity: 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 and compare their answers.

Assign your students to do Activity four 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 carefully to understand and get familiar with new vocabulary.

Optional activity:
As a pre-listening activity you can ask your students the following questions:
Is there a special festival or fair that you know?
When and where is it?
Do you usually go to that special event?
What is this even about?
Do you know the origin of this celebration?

After listening to or reading the conversation a couple of times, have your students do Activity five 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, and play the audio so that students can check their work, and then ask your students to repeat every line of the conversation to practice pronunciation and intonation.

In Activity six, have your students put the given statements in the correct order to make a conversation. Once they have ordered the conversation properly, have students practice the conversation several times. Go around and check their pronunciation.

Optional activity: You can have your students compare and discuss their answers in Activity seven 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.

In Activity eight, have your students work individually filling out each given invitation card with original information. Advise your students to follow the example as a model.

Before presenting the Language in use section, remind your students about the importance of knowing how to use the English language parts of speech when writing, reading, listening and speaking. Tell your students to keep these aspects 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 prepositions of time and place carefully. Tell them to pay attention to the order of the elements that compose a sentence using these kinds of prepositions in American English. Have them do Activities nine to eleven.

Tell them to take their time to analyze the structure: the sequence of elements when using prepositions or prepositional phrases for they will use them in the next activities. Assign Activities twelve and thirteen as homework assignment for next class or tutoring.
Lesson 3

DO YOU WANT ME TO GO TO THE PARTY?

Methodology

Motivation
Ask students if they know how to ask for favors or make requests in English. After that, ask them if they know how to structure or write these requests in English. Finally, ask your students if they know how to ask for a favor politely in the English language.

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

Optional activity: As a pre-listening activity, you can ask your students work in small groups to answer the following questions:

- Do you celebrate birthdays?
- Do you invite people to join your birthday celebration?
- What do your friends and relatives usually give you on that day?
- Do you go to other people's birthday celebrations?

If your students are in the classroom, you can have them work in pairs to practice the conversation. Focus on the pronunciation of key words: birthday, present, party, would you, can you, etc.

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

In the Enrich your vocabulary section, you should tell students to read the introductory paragraph about making requests in English. Then, tell your students to study information provided about the different ways to make polite requests.

Tell them to listen to and repeat each way several times.

Optional activity: Have your students read the question forms and practice the pronunciation. After listening to and repeating these questions and answers, 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 it to check for pronunciation errors. Put your students in pairs to do Activity three, and have them unscramble the sets of words to make questions.

Pre-Reading Stage or Phase
You can ask students the following questions as a pre-reading activity:

- Do you accept all invitations?
Which ones do you decline?
Do you know how to accept or decline a formal invitation?
Is it easy to decline an invitation?

Optional activity: In the Time to read section, tell your students to listen to the article called “How to Politely Decline to Attend a Wedding or Event” 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.
Remind them to use skimming and finding the main idea reading technique when reading this article.
Tell your students to do Activity four 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 Activity four, have your students work individually first. Then, have them read each statement and say if they are true or false orally.

Pre-listening Stage or Phase
You can ask students the following questions as a pre-listening activity:
Do you like to ask for favors?
Do you like to do favors?
How often do you ask for favors?
What kinds of favors do you usually ask people to do?

In the Conversation and more section, have students listen to the conversation about asking for favors 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.
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 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.
In the Enrich your vocabulary section, tell your students to read the second part about making requests in English carefully. Once your students have read and learned the spoken and written forms, have them ask and answer orally.

After that, tell your students to study and learn different ways to accept or decline invitations from an informal to formal way in English.

Once your students have practiced and learned these ways, tell your students to work on Activity six.

In Activity six, put your students in pairs to write the correct response for each given question.

In Activity seven, have your students write original conversations using requests for invitations. Tell them to include both accepting and declining invitation expressions.

In Activity eight, have your students read each statement carefully, and choose the correct object pronoun.

In the Language in use section, have your students read, analyze and learn the proper use of object pronouns.

Then tell your students to go over the examples on the chart provided so that they can get clear ideas about the use of these pronouns. You can have your students practice the pronunciation of these words.

You can tell your students to read the provided examples using object pronouns in context. Once students have gotten familiar with the correct use of these object pronouns, have them do Activity nine.

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

In Activity ten, you can have your students work in small groups to listen to and choose the correct response.

Optional activity: Have your students listen to and copy every question in Activity ten. 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 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.
Fourth Unit

Lesson 4

**Methodology**

**Motivation**

Ask your students if they know different ways to express disagreement in English. Besides that, ask your students which expression they use when they agree or disagree with others in English. Also, ask your students if they know how to use these expressions properly. Finally, ask your students what they do when someone does not agree with them.

**Methodological guidelines**

As a pre-listening activity in the classroom, you can ask your students the following questions:

- Do you know anything about decoration?
- Do you know how to combine colors according to the type of celebration?
- Do people agree with you when decorating something?
- Do you always agree with the way everybody decorates and combines colors?
- Is it easy or difficult to persuade people to do or not to do something?

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 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 tell 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 agreeing and disagreeing. 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 for mistakes in pronunciation and intonation and provide positive feedback.

In the Enrich your vocabulary, you should ask your students to read the introductory paragraph about expressing agreement and disagreement in English carefully.

Then, you can tell them to listen to, read and repeat each expression carefully. Tell them to imitate the speaker’s pronunciation and memorize the correct spelling of common agreeing and disagreeing expressions in English.

In class, you can dictate or spell different expressions in English so that students can practice 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, put your students to work in pairs to decide whether the people agree or disagree in the given dialogues.

Before introducing the article called: "How to Agree or Disagree" in the Time to read section, ask them the following questions as a pre-reading activity:

1. Do you prefer to argue or discuss?
2. Do you discuss about politics, religion and other controversial issues?
3. Do you get angry when people strongly disagree with you?
4. Do you know how to debate an issue?

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 controversial topics:

In the Time to read section, you should advise your students to read the article several times to understand and take out the 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 four.

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 conversations carefully to get familiar with the vocabulary and the topics. Then, ask your students to do Activities five and 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 answer the questions in Activities five and six without looking at the answer key automatically. Tell your students 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 study and learn the second part of agreeing and disagreeing expressions used in context.

In Activity seven, have your student listen to the conversation carefully to find out if these people agree or disagree on the topic.

In the Language in use section, have your students read and study how to express agreement and disagreement using the rejoinders “too and either” in English. Advise your students to study affirmative and negative sentences carefully. If your students need some extra explanation about the use of these rejoinders, provide it in a simple way.

After studying the charts, 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. 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.

In Activity eleven, have your students listen to and repeat the provided and, then tell your students to write statements that make those expressions true for them. Advise your students not to do the self evaluation section until they have learned and managed most of the information provided in this lesson.

Optional activity:
In Activity eleven, have you students work in groups to discuss and write possible statements. Remind them to assign special roles to each member of the group. Tell your students that these roles must be played by everybody and these roles must be switched or rotated.
Lesson 5

WHAT ARE YOU GOING TO DO THIS WEEKEND?

Motivation

Ask students if they know how to express their ideas in the future tense in English. Then, ask them what kind of celebrations or events they plan in a year. Besides that, ask them to tell you their objectives or plans for the next years in their lives. Finally, ask your students if they know how to plan a family or social event.

Methodological guidelines

Before reading the conversation, ask students the following questions in English as a pre-listening activity:

Do you always plan what you are going to do?
Do you have plans for the weekend?
What are you going to do on your next vacation?
What will you do during Christmas time?

You can ask your students these questions as a brainstorm 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 the about time expressions carefully.

Have students listen to and repeat each time expression carefully so that they can get familiar with their spelling as well as their pronunciation.

Tell your students to work in 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 to write about the topic of the article 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.
For more information about KWL chart you can see:

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

http://newteachersupport.suite101.com/article.cfm стратегический_урок_чтения

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

In the Time to read section, ask your students to read the article called “How to Plan for the Future” carefully to get the general idea of it.

Once they have finished reading the article, put your 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 Activity four.

In Activity three, tell your students to work in small groups so that they can discuss, ask and answer the given questions. Tell your students to assign roles to each member of the group. Have spokespersons from each group tell their group’s opinions. Give feedback as necessary.

In the Enrich your vocabulary section, have your students read the information about adverbs of time carefully.
Tell your students to listen to and repeat each statement where each adverb of time is used in context. Ask your students not to do Activity seven until they have learned most of the information about the use and the proper position of the adverbs of time. Ask your students not to look at the answers automatically or immediately. Tell them to double check their answers by reading each sentence carefully as many times as necessary.

Before introducing the new content in the Language in use section, explain to your students the future tense with “will” and “be + going to”. Ask them if they know anything about this topic. The objective of the Language in use section is to introduce the use of the future tense with a limited range of regular and irregular verbs in English.

Spend some time explaining how to use this tense, as well as make affirmative/negative statements and questions forms. Ask your students to read and study the table first carefully. Tell them to pay close attention in the order or sequence of the words. Spend some time explaining to your students the difference in meaning between these two ways of expressing the future tense in English.

You can even write the following formulas on the board about the use of the future tense:

Subject + auxiliary will +main verb + complement
Subject + auxiliary will+ not +main verb + complement
Subject + auxiliary be + going to + main verb + complement
Subject + auxiliary be + not + going to + main verb + complement

In Activity eight, have your students put the given words in the correct order to make complete statements in the future tense.
In Activity nine, put your students in pairs to put the given words in order to make statements or questions.

Optional activity: After doing Activities eight and nine, you can assign your students to make original conversations using the future tense. You can ask them to perform these conversations in front of the class.
Then, 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 answers.
At the end of this activity, ask your students to express if they have any doubts or questions about this particular topic.
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 “Planning a celebration” on computer paper, either hand written or printed.

At the end of the unit, your students will be able to plan a successful celebration taking into consideration the kind of party, the numbers of guests, the quality and quantity of food and drinks, the number of tables and chairs and the budget among other things.

Here you can see a sample of the checklist for planning an event.

**Check List For Event Planning**

- General Information
- Date of event ____________________
- Day of event ____________________
- Place of event ____________________
- Your name ____________________
- Bride's name ____________________
- Groom's name ____________________
- Name of other(s) involved in your planning

- Number of guests __________________
- Number of tables and chairs _________
- Mailing address ____________________
- Budget for this event ________________

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 4A to 4E.

Advise your students to use formal English throughout the report about the planning of a celebration. 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 categories and sub-categories as necessary.

In Hands on! 4A, tell your students to make a list of the different kinds of celebrations that they celebrate with their families or friends. Ask them if they have ever planned one of these celebrations before. Ask them if they have ever helped plan a celebration before. Tell your students to choose one of the celebrations from their list, one that they would like to plan. Advise your students to begin thinking about who and how many people they will invite and what their budget will be.
In Hands on! 4B, tell your students to choose the place or location where the celebration will be. Tell them to take into account the number of guests that will be invited. Ask your students to keep in mind the space for dancing if necessary. Tell your students they should also start to think about the design of the invitation cards. Advise your students that these cards must include all of the necessary information to guide their guests to the celebration and call their attention.

In Hands on! 4C, tell your students they have to consider the possibility of asking family members and friends for help with the celebration. Tell your students they may want to collaborate either economically by giving money or physically by decorating and preparing the location. Tell your students that both alternatives will be necessary in order to have a good celebration.

In Hands on! 4D, tell your students they should keep in mind that not everybody will agree with them in the planning of the event. They must listen to and consider some of the opinions that their friends and family suggest. Remind your students that if they just want to have a successful celebration, they need to get feedback from everybody.

In Hands on! 4E, tell your students to keep in mind that planning an event takes time, money and effort. Do not forget to tell your students to plan every stage of the celebration carefully. Tell them to remember all aspects of the party: the number of guests, the kind of food and drinks, the decorations, music, location, invitation cards, tables and chairs. Remind your students that they should stay within their budget. 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 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 5 Keep in Shape!

Unit concepts
This unit reviews the use of the simple past tense in Yes/No questions and Wh- word questions, as well as affirmative and negative statements with all subject pronouns. At this point, the past tense 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 the 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 imperatives as well as the adverbs “before” and “after” in meaningful context in English.

It also presents the use of the quantifiers “too much” for uncountable nouns and “too many” for countable nouns in a practical and systematical way.

Eating habits, sports and food, as well as other kinds of vocabulary, are introduced in context throughout the unit.

Unit five aims to let students be able to talk about their health problems and healthy habits, as well as exercising and sports. Also, your students will be able to express their daily routines and good habits to keep their lives healthy. Finally, your students can express past activities, which made an impact in their present lives today. 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 reviewed. The auxiliary “did” is used in Yes/No questions and Wh- word questions. The question words are introduced through several topics: Did you do aerobics?, When did he begin his exercise routine?, Why did she drink coffee?, 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 reviewed with several verbs. This reviews positive, negative statements and information questions with the question words. These question words are introduced through the topic of daily activities, healthy habits, sports and exercising throughout this unit.

Everyday English
Daily activities, free time activities, good habits, sports and exercising, past activities and common commands in English are introduced. All of these will be presented and discussed in the Methodology section of each lesson.
Lesson 1

HOW DO YOU FELL TODAY?

Methodology

Motivation

You should ask your students if they know how to say common illnesses or sicknesses in English. Besides that, ask them to say what they usually do when they are sick or have a health problem. Also, ask if other people give them advice when they are sick. Finally, ask them to tell you if they know specific home remedies for some common health problems.

Methodological guidelines

Before introducing this new topic, ask your students the following questions as a pre-listening activity:

Are you sick?
How do you feel today?
How often do you get sick?
How often do you go see the doctor?
What do you usually do when you get sick?
What are the most common health problems you suffer from?

Once your students have said something about their health problems, 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 paying the roles of the conversation.

In the Enrich your vocabulary section, have students read the list of common parts of the human body, and then tell them to repeat each body part several times until they get familiar with their pronunciation and spelling.

Then, ask students to do Activity two individually. Tell them that they have to read each statement carefully to match the body parts with their corresponding descriptions.

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 about the human heart 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.

Have your students do Activity three in pairs. Tell them to read each statement carefully so that they can decide whether these statements are true or false.

Optional activity: In Activity four, you can have your students listen to this article a couple of times so that they can answer given questions. After answering these questions correctly, have them listen to and repeat each line of the text to practice pronunciation and intonation patterns.

In Activity five, your students should put the given statements in the correct order.

Optional activity: In Activities three, four and five, you can have your students work in groups and assign them specific role 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 more or less fit the personality and level of the students and that they are not similar.

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

Before having your students go over the conversations, write the following questions on the board as a pre-listening activity:

- Have you had an operation (a surgery)?
- Do you know someone who has had a surgery?
- Do you know someone who has a tumor?
- Do you know someone who has cancer?

In the Conversation and more section, tell your students to read the first conversation carefully to understand what it is about.

Tell your students to play the audio a couple of times so that they get familiar with the pronunciation and intonation of the conversation.

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 of the class to act out the conversations.

Have your students do Activity six in pairs to discuss their answers.
In Activity seven, have your students put the given statements in the correct order to make a conversation. Tell your students not to listen to it until they have ordered the statements.

In the Enrich your vocabulary section, have students read the list of common health problems, and then tell them to repeat each sickness or illness several times until they get familiar with their pronunciation and spelling. Then, ask students to do Activity eight individually. Tell them that they have to read each statement carefully so that they can choose the correct option.

In Activity nine, have your students match the given illnesses with their corresponding descriptions.

In the Language in use section, tell students to read, study, and pay attention to how to give advice in English. You can tell your students to read and study each example sentence in which “should” and “shouldn’t” are used to give advice. Tell your students to listen to and repeat each example several times until they get familiar with them. After that, tell your students to read and study the chart about imperatives in English carefully. Once they have understood how to use imperatives and how to give advice, suggest that your students go over Activities ten and eleven if they are in the classroom.

Once your students have managed most of the previous topics and sub-topics, you can ask them to do Activities twelve and fourteen at home.

In Activity thirteen, 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 responses.

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/
Lesson 2

HOW OFTEN DO YOU EAT HEALTHY FOOD?

Methodology

Motivation
Ask your students if they know how to eat healthy. Then, ask them to tell you what the classification of food is according to the food pyramid. Besides that, ask your students if they know how many calories a child and an adult should consume everyday. Finally, ask them if they have or practice good eating habits.

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. Do you eat cereal or cookies everyday?
2. Are you on a special diet?
3. Do you really know what you eat?
4. Do you usually read the nutrition facts label of the products you buy or eat?

Remember why 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 to repeat each line of the conversation several times, and then play the audio so that students can imitate the pronunciation.

You can write some key words from the conversation on the board and have students repeat out loud:
a lot of fat
sodium level
full of carbohydrates / calories
low-fat
no nutrients/ no dietary fiber
we are on a diet

Optional activity: You can divide the class into two groups: A and B. These two groups will take turns, and you can have some volunteers go to the front 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 food pyramid in English carefully. Tell them to pay attention to the pronunciation and spelling of these food groups. Tell your students to learn both the pronunciation and spelling of each group of food in English.

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

Once your students have 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 Activity three, you can have your students compare and discuss their answers to this activity in groups using the Cooperative Learning Group Work guidelines. You can have your students create a short conversation using some of these questions.

In the Time to read section, you should advise your students to read the passage called “Following the Healthy Eating Pyramid” several times to understand and take out the 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.

Have your students listen to the second reading passage carefully, and ask them to put the given statements in the correct order as they are listening to them. This is done as a while-listening activity to practice listening comprehension.

In Activity six, have your students read and complete the given statements.

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.

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 the conversation completely first. The second time, make a pause so that your students can have time to answer each question on the spot from Activity seven. Then, have your students listen to the complete passage a third time to check their answers.

In Activity eight, have your students read each given statement carefully so that they can decide whether these are true or false according to the previous conversation.

Optional activity: As a post-listening activity, you can ask your students the following questions:
Do you eat the three main sources of fuel in your meals everyday?
Which do you eat the most?
Which do you eat the least?
Are you on a diet? Do you follow or have a balanced diet?

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:
e.g. 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 section, tell your students to read and learn the information about calories and fat in English. Tell your students to learn the numbers of calories human must consume everyday because they will use this information in their projects.
Optional activity: Have your students listen to and repeat each column, or have your students tell or say how many of those calories and fat they consume or ingest everyday.
In Activity nine, have your students work individually, and then put them in pairs to complete this activity.
Before presenting the Language in use section, remind your students about the importance of recognizing the English language structure patterns when using the expressions “too much” and “too many”. 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 statements with these quantifiers in combination with countable nouns and uncountable nouns. Tell them to pay attention to the order or sequence of the elements that compose the proper use of these quantifiers in English. Tell your students to take their time to analyze the structure: the sequence of elements in expressing quantities with nouns for your students will use them in the next activities.
Assign Activity ten as homework. Tell your students that they have to investigate more about this topic. Have them read each statement carefully, and tell them to complete each given statement with the correct quantifier.
In Activity eleven, have your students write original and complete sentences using the quantifiers “too much” and “too many”. After that, assign your students to do Activities twelve, thirteen and fourteen as homework, and ask them to bring it to the next class or tutoring session.
Methodology

Motivation
Ask students if they are in good shape, and what they do to keep in shape. After that, ask them if they know how to say different physical or sports activities in English. Ask your students to tell you what kind of exercises they do. Finally, ask your students to tell you if they have or follow an exercise plan or fitness program, as well as if they are on a diet.

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 key words about sports and other 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 work in small groups answering the following questions:
Do you like sports?
What sports do practice?
Do you like individual or team sports?
How often do you practice them?
Where do you usually practice them?

In the Enrich your vocabulary section, you should tell students to read the introductory paragraph about sports and games in English. Then, study the list of sports and games and learn how these words are written and pronounced. Tell them to listen to and repeat each individual or team sport several times.

After listening to, repeating and learning these kinds of sports, suggest that your students go over Activity two to check their learning progress.

You can even have a couple of your students read each description and have the rest tell the correct names of the sport. Check for pronunciation errors.

Pre-Reading Stage or Phase
You can ask students the following questions as a pre-reading activity:
Do you exercise?
What kind of exercises do you do?
How often do you exercise?
Do you practice yoga or tai chi?
Do you exercise with a machine?

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

Then, 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.

Optional activity: Assign your students Activity four so that they can have more time to write their complete daily routine in English

In Activity four, have your students work in small groups to answer the questions using group work and the 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, have your 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 every line of the conversation to practice pronunciation.

Post-listening questions:
Do you like salads? What kind?
Do you know how to play basketball or soccer?
What do you do to stay in shape?
Are you on a special diet or fitness program?

In the Enrich your vocabulary section, tell your students to read the introductory paragraph about two kinds of physical exercises carefully.
Once your students have read and learned about these two kinds of physical exercises, ask them to look at the list of physical exercises before doing Activity six.

After that, tell your students to read the description or definition of the two kinds of physical exercises to keep in mind the differences between them so that they can label the given list of physical exercises successfully.

Optional activity: You can have your students listen to and repeat each physical exercise a couple of times until they get the correct pronunciation.

The Language in use section reviews the correct use of the present tense: affirmative/negative statements, Yes/No questions and Wh-word questions in English.

Then tell your students to go over the examples of the chart provided so that they can get clearer ideas about the use of this tense. You can have your students practice the pronunciation and intonation of all these forms.

Optional activity: You can tell your students to read and study the chart of questions and statements carefully. Ask your students to read and repeat all questions with their corresponding possible answers.

Have students pronounce the three pronunciation endings when conjugating verbs in the third person singular in the present tense. Remind your students how to make the endings for this tense in third person singular.

Once students have gotten familiar with the correct pronunciation of these verb endings, have them do Activity seven.

In Activity eight, you can put them in pairs or in small groups to write questions with the corresponding possible answers.

In Activity nine, you can have your students work in small groups to listen to the passage carefully a couple of times, and then have your students put these in the correct order.

In Activity ten, you can ask a couple of students to read each question, and have the rest of the class provide the correct answers orally.

In Activity eleven, have your students work in small groups to answer the questions using group work and the Cooperative Learning Approach. Tell your students to assign specific roles to each member of the group.

Optional activity: You can tell your students to create original conversations using the questions provided in Activity eleven. If there is enough time, ask your students to perform these conversations in front of the class.

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

Optional activity: Assign your students to do Activity eleven 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 leaning process.
Lesson 4

WHAT DID YOU DO OVER THE WEEKEND?

Methodology

Motivation

Ask students if they know how to narrate past events or activities they did in the past properly. Then, ask your students if they know how to write or pronounce the past tense forms of irregular and regular verbs in English. Besides that, ask them if they know which words or phrases are used to express or tell past events in chronological sequence in the English language. Finally, ask your students if they know how to make past tense questions in English correctly.

Methodological guidelines

Before reading the conversation, ask students to complete the following graphic organizer about activities done last weekend by providing specific information. This is done as a pre-listening activity:

Optional activity:

You can ask your students the following questions as another pre-listening activity.

How was your weekend?
What did you do last Saturday?
What did you do last Sunday?
Did you play any sports 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.
Now 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 to ask and answer the questions both in oral and written form.

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 each verb in the past tense form carefully so that they can get familiar with their spelling as well as their ending pronunciation.

Optional activity: 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 to make Yes/No questions.

The objective of the Language in use section is to review the use of the past tense forms of and the auxiliary “did” in English. Spend some time explaining how to make all of these statements and question forms.

Ask your students to read and study the tables carefully. Tell them to pay 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 + ?

Recommend that your students spend as much time as possible until they manage the spelling and pronunciation of these past tense verb forms.

After that, tell your students to read and study the past tense questions and their corresponding answers. Ask them to listen to and repeat each question carefully.

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 the Time to read section, ask your students to read the article called “Biography of Pele, the Greatest Soccer Player Ever!” to get the general idea of it. Once they have finished reading the article, put the 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 question carefully in Activity four so that they will know what information or details to grasp from the listening passage. If your students are in the classroom, you can have them work in pairs to do Activity four. Tell your students to try answer each question before listening to it.

In Activity five, have your students listen to the passage about El Famoso Hernandez carefully to order the sequence of the conversation. You can play the listening passage a couple of times, and make a pause after each line so that students can have a better chance to choose the correct option. Once they have finished ordering the passage, have students work in pairs or small groups do Activity six.

In Activity seven, you can have students answer the questions both in 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. Tell your students to listen to and repeat each irregular verb carefully. Then, ask them to memorize, learn or internalize the list verbs. After that, ask your students to read, listen to and repeat each question providing the correct intonation patterns.

Ask your students not to do Activity eight until they have learned most of the information about irregular verbs. In Activity eight, have your students complete the given statements by using the correct past tense forms of 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 the Language in use section, have students read and study the proper use of the words “before” and “after” carefully. Once your students have learned how to use these two words, have them do Activity nine.

In Activity nine, ask your students to fill in the blanks by using “before” or “after” to complete the provided statements. Tell 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.

In Activity ten, have your students write three statements using “before” and three using the word “after.”
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 questions using the simple past tense. At the end, you can have your students ask and answer each question orally.

In Activity thirteen, have your students read, listen to, and repeat each question carefully.

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 forms.

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://station05.qc.ca/css/cybersite/reform/grammar/25_Tic-Tac-To.pdf
http://www.ade.state.az.usoelas/stars/SessionHandouts/GrammarGamesfortheELDClassroom.pdf
www.pearsonlongman.com/ae/marketing/toefl/topten/pdfs/tic_tac_toefl.pdf
Lesson 5

ARE YOU SELF DISCIPLINED?

Methodology

Motivation
Ask students if they are self-disciplined or not. Then, ask your students if they know good or bad habits people have. Besides that, ask your students if Salvadorans have good personal, hygienic and eating habits. Finally, ask your students if they have all of their daily activities well planned or scheduled.

Methodological guidelines
As a pre-listening activity in the classroom, you can ask your students the following questions:
Do you have habits?
Which good habits do you have?
Do you have bad habits? Which ones?
Do most Salvadorans have good eating habits?
Which are the most common bad habits Salvadorans have?

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 habits they heard in this conversation.

Also, you can assign your students to read the conversation carefully to get familiar with the vocabulary about habits. 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 for 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 daily routines in English carefully. Then you can tell them to listen to, read and repeat each daily activity carefully.
Tell them to imitate the speaker’s pronunciation, and memorize the correct spelling of the most common daily routines in English.
In class, you can play the Spelling Bee game to practice the names of these daily activities in English so that students can practice 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, put your students in pairs to answer, compare and discuss their answers.

In Activity three, have your students work in small groups to answer the question using group work and the Cooperative Learning Approach. Do not forget to tell your students to assign specific roles to each member of the groups.

Optional activity: You can tell your students to create original conversations using the questions provided in Activity three. If there is enough time, ask your students to perform these conversations in front of the class.

Before introducing the article called “Little changes make good habits easier” in the Time to read section, have the class answer the following questions as a pre-reading activity:

Is it easy to make bad habits?
Is it difficult to make good habits? Why?
Do you know how to make good habits?

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

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

Tell your students to do Activity four by themselves. Tell them not to look at the answer key automatically but to re-read the article again to double check their responses.

In the Conversation and more section, assign your students to listen to the conversation carefully several times to get familiar with the vocabulary. Then, ask your students to do Activity five to checking 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. Have your students do Activity six. Recommend that your students read the script of the conversation again before doing this activity.

Optional activity: You can have your students ask and answer the questions orally.

As post-reading activity, you can ask or post the following questions to generate group discussion:

Do you play a sport nowadays?
Are you in good shape?
Are you going to a gym?
Do you advise people to join or go to a health club?
In the Enrich your vocabulary section, you should ask your students to read the introductory paragraph about good habits in English carefully. Then, you can tell them to listen to, read and repeat each good habit carefully. Tell them to imitate the speaker’s pronunciation and memorize the correct spelling of the most common good habits in English.

In Activity seven, have your students complete the given statements about good and healthy habits. Tell your students to read each statement carefully before choosing an option.

In the Language in use section, tell your students to read the introductory paragraph about the use of chronological sequence markers or connectors in the English language carefully. Have students listen to and repeat each connector carefully so that they can get familiar with their spelling, as well as their ending pronunciation.

In Activity eight, have your students put the given daily routine in the correct order. In Activity nine, have your students read the previous daily routine again so that your students can answer each question both in oral and written forms. Optional activity: Once your students show an acceptable pronunciation and intonation of these questions, have your students ask them to one another.

In Activity ten, have your students listen to Angie’s daily activities carefully so that they can answer the given questions successfully. Optional activity: You can have your students work in pairs so that they can ask and answer each question orally.

In Activity eleven, have your students read the given chart carefully so that they can decide whether these habits are healthy or unhealthy. Once they have done all previous activities correctly, have your students complete the self evaluation section.
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 you the project called “My exercise plan” on computer paper, either hand written or printed.

At the end of the unit, your students will be able to make a complete exercise plan, including a detail fitness and health program right for them. This will also include daily routines, good habits, different kinds of exercises and sports, the food they eat and other things. Look at the sample below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Place</th>
<th>Time</th>
<th>Days of the week</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 5A to 5E.

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

In Hands on! 5A, tell your students to keep track of their personal health problems and physical condition: the way they feel. Besides that, tell them to take some notes. Before beginning any kind of exercise program, advise them to go see the doctor for a medical examination.

In Hands on! 5B, tell your students to keep track of their personal eating habits to find out if they are consuming healthy food and a balanced, nutritious diet which will contribute positively to their exercise program. Tell your students to reflect if they are eating unhealthy food on a regular basis. In addition, you have to tell your students to think about the need to change their eating habits if necessary. Finally, advise your students to study the Food Pyramid to see if they need to make any changes in their diet.

Tell your students that keep track of any important or relevant activity or information during a week. Tell your students that it is necessary to begin monitoring these and other activities special events that take place during a week or month.

In Hands on! 5C, tell your students to keep track of their personal exercise routines. Tell your students to include or think of the frequency as well as the kind of exercises they do. Besides that, they have to include a list of sports they could play to improve their physical condition.
In Hands on! SD, tell your students to keep track of all the activities they have done during the last weeks to find out if they have followed their exercise program properly. If not, advise your students to make the necessary modifications to optimize or improve it.

In Hands on! SE, tell your students to keep track of their personal eating and hygienic habits. Advise your students to think about the good habits they have and which ones they have to create or eliminate to improve their mental and physical condition. Tell your student to see page 233 and do Activity 11 as a guide.

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 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 these kinds of tasks. Also, have your students present their projects and a short oral report in front of the rest of the class.
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