PRESENTACIÓN

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

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

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

Estamos optimistas que el uso pedagógico que hagas de este instrumento contribuirá en gran medida a fortalecer el rol de docente tutor que desempeñas, para garantizar mejores prácticas educativas con la población joven y adulta.
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OBJETIVO DEL DOCUMENTO

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

ENFOQUE Y COMPETENCIAS DE LA ASIGNATURA DE INGLÉS

Fundamentación

Presentation of the English Subject

The English Syllabus for the Third Cycle of Basic Education focuses on the development of language competencies essential for communicating and properly interacting with the environment. Developing these competencies implies the learning of concepts, the domain of procedures and the adopting of attitudes integrally. This integration guarantees the acquisition of the expected competencies.

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

The Communicative Approach

The communicative approach pursues the development of communicative competence. The terms competence and performance became fundamental to Chomsky’s (1965) theory of transformational-generative grammar.

Chomsky distinguished between a native speaker’s underlying competence -referring to knowledge of the language, including rules of grammar, vocabulary, and how linguistic elements can be combined to form acceptable sentences- and the individual’s performance- or actual production and comprehension of specific linguistic events.

Competencia de La Asignatura de Ingles (Tercer Ciclo)

General Communicative Competence Level to be Reached by the End of the Third Cycle of Basic Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>7TH GRADE</td>
<td>Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterance.</td>
<td>Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.</td>
<td>Able occasionally to identify isolated words and/or major phrases when strongly supporte by context.</td>
<td>Able form some letters in an alphabetic system, in languages whose writing systems use syllabaries 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 better.

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

4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching learning process must be varied.

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

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

7. The communicative approach makes learning take place in a real situational context and it also makes it meaningful in a variety of situations of everyday life. Upon finishing ninth grade, students will have acquired the fundamental communicative skills to face reality skillfully.

8. Conceptual, procedural and attitudinal contents must not be isolated, since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process.

9. Communicative strategies must also be accounted for in the learning process. Teachers should make students aware of the way strategies are used to take full advantage of them.

10. Learning strategies are equally important since they contribute to the construction of the English language linguistic system. However, they need to be taught and controlled.
11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.

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

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

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

1. Explore background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker and present language in context.
3. Do controlled and free language practice.
4. Integrate macro skills and sub-skills in the teaching-learning process.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.
7. Encourage students to communicate as early as possible, in the teaching-learning process.
8. Mostly use target language in your classes.
9. Promote interaction and team work among students.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Care for equally promoting discourse fluency and accuracy.
13. Address students’ cognitive needs as well affective ones.

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

**Evaluation Guidelines**

**Evaluation tenets**

Teachers must take into account evaluation tenets to plan and administer tests. They state that evaluation is holistic or integrating, continuous, motivating, just and fair, systematic and participatory.

**Competencies to be evaluated**

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

**Oral comprehension (listening)**

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

**Oral production (speaking)**

Is the capacity of communicating orally making use of grammatical, sociolinguistic discourse and strategic competencies.

**Grammatical competence**

Refers to the degree to which the language user has mastered the linguistic code. It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.

Sociolinguistic competence addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as persuading, describing, narrating, and giving commands. Factors like topic, role of the participants, and the setting will determine the appropriateness of the speaker’s attitude and his choice of style or register.

Discourse competence involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases and...
expressions), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationship among the different ideas in a text (Coherence).

**Strategic competence**

Involves use of verbal and nonverbal communication strategies to compensate for gaps in the language user’s knowledge of the code or for breakdown in communication for other reasons. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competence. This competency goal is to produce oral discourse in a conversation to interchange general and specific information on various topics.

**Reading comprehension (reading)**

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

**Writing production (writing)**

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

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

### Objetivos de la Asignatura de Inglés

**Séptimo Grado**

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

- Understand vocabulary related to introductions, greetings, names, numbers and courtesy expressions by interacting with peers in order to fulfill basic communication needs.

- Use vocabulary and structures by practicing dialogues in order to describe and locate classroom objects, talk about personal belongings, give and follow classroom commands showing courtesy and respect.

- Use vocabulary related to family ties, age, language, nationalities and physical traits by writing sentences and short paragraphs and engaging in dialogues in order to exchange personal information and describe family members.

- 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.
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.

- 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.
# PROPUESTA DE JORNALIZACIÓN DEL AÑO ACADÉMICO

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Período de inducción:

Diagnóstico de competencias básicas de la asignatura

Estrategias de aprendizaje autónomo

Refuerzo a contenidos deficitarios

Módulo 1:

Diagnóstico y desarrollo de la unidad 1

Prueba objetiva

Refuerzo académico

Unidad 2:

Diagnóstico y desarrollo de la unidad 2

Prueba objetiva

Refuerzo académico

Unidad 3:

Diagnóstico y desarrollo de la unidad 3

Prueba objetiva

Refuerzo académico

Unidad 4:

Diagnóstico y desarrollo de la unidad 4

Prueba objetiva

Refuerzo académico

Unidad 5:

Diagnóstico y desarrollo de la unidad 5

Prueba objetiva

Refuerzo académico

Refuerzo académico
Unit 1

Making friends in the neighborhood

Unit concepts

This unit introduces oral and written language related to professional and academic background and making plans for the weekend, as well as acceptance or refusal of invitations in formal and informal settings within multiple time frames. Giving and asking for directions in the neighborhood, reading and drawing neighborhood maps and building plans, and following directions are topics presented in this unit, as well as writing and understanding street signs and labels.

Students get to practice their language skills with dialogs, fill-in the blank exercises, reading comprehension exercises, listening and writing tasks or activities. Students are expected to develop strategies to learn to write their own resume with the required information and understand its importance in the job searching process. The unit also contains the topic of the academic transcript as a resume annex.

Unit one aims to help the students develop speaking, reading, listening and writing skills in job related areas. The contexts of all the exercises allow the students to practice with the English language in meaningful situations.

Grammar

The unit presents the use of the simple present tense in the affirmative and interrogative forms with question words oriented to work-related areas in different exercise contexts. For example: What do you do? I’m a teacher. What’s your occupation? I’m a nurse. Where do you work? I work at a hospital. What does Maria do? She’s a doctor. Where does she work? She works at a hospital. Special attention is given to the use of the -s of the third person singular.

The use of “be going to” and “will” to refer to planned or unplanned activities for the future are presented in this unit in the different forms of the verb. The weather topic, related with planning future activities, is part of this unit. The unit also introduces the topic of possession with the use of the apostrophe followed by -s (‘s) and the use of the possessive pronouns: mine, yours, his, hers, its, ours and theirs. It also presents the topics of adverbs of locations and prepositions.

Vocabulary

The unit contains vocabulary related with professions, occupations and jobs as well as with activities for the future, the weather, accepting and refusing invitations, activities you can do in the different neighborhood places, and expressions to give and ask for directions. It also contains vocabulary associated with neighborhood descriptions and traffic signs. As you understand, the vocabulary is limited, so you are invited to add more vocabulary related to the unit topics.

Everyday English

Accepting and refusing invitations as part of everyday life is introduced and practiced in this unit. Students should be able to differentiate between the use of “will” and “be going to” when talking about planned and unplanned activities for the future. Topics like this are presented and discussed in the Methodology section of each lesson.
Lesson 1

WHAT DO YOU DO?

As this is the first time you are with your students in a tutoring session, greet the class, introduce yourself and make the students feel comfortable. Make it clear the way they are expected to work in this course while working on their own and in the tutoring sessions. You should tell them you will be assigning what they are expected to work with before coming to the next session. Explain how each of the units and lessons are organized and the responsibility they have to advance in the units and lessons. Don’t forget that they have to know about the project they are expected to develop it based on the guidelines given in each lesson and that they have to present it to you at the end of each unit.

The methodological guidelines presented in this guide are to be used whenever the topics are developed in the tutoring sessions. You should tell the students that they will follow the instructions given for each activity with the sections assigned as individual work. Based on your knowledge about your class students, their abilities, their expectations and interests, you may want to give them some hints to help them work on their own.

Motivation

You should motivate the students by asking them questions such as:
Which occupations and professions do you know?
What profession or occupation would you like to have after finishing high school?
What knowledge and skills do you think you will need to do so?
Which opportunities should you look for to fulfill your goals?
You should also ask them, “Have you had the opportunity to have a job interview? How did you feel? What was the most important question the interviewer asked you?”

Methodological guidelines

As this is the first time you meet your students, you should develop the activities in the session.

Present Activity 1 by smiling and introducing yourself as an example.
“Hello, I’m (Ann). I’m your English tutor. I work at this school.”
As you give this information, point to yourself and make the meaning clear. Show them two or three pictures with occupations and professions and describe them.
This is David. He’s a dentist. He works in a Soyapango health clinic.
Find out if there are students who work, and start asking them to introduce themselves to the class following the pattern you have introduced. Ask a few students to introduce another classmate, and then get the students to continue in trios to allow all of them to have the opportunity to participate actively.
After the students have finished, you should ask them to close their books and listen to the conversation and ask them, “Which ideas did you get from the listening activity?”
Write the ideas down on the board and vocabulary or expressions they got. Then, play or read the conversation again and ask the students to listen to and read the conversation at the same time in order to understand or grasp the main idea of the conversation.

Now you should ask students to read and answer the questions according to the conversation they listened to. Provide students enough time to answer the questions, and then ask them to compare their answers with the ideas they had before and with other classmates’ answers. Follow up any questions your students may have.

You should assign Activity 1.

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

Before going on to the next activities, write the questions:
What does your mother /father/ brother/ friend do?
What’s your mother’s/father’s/brother’s/ friend’s occupation?
Where does he/she work?

Tell them to stand up and ask these questions to one or two classmates. You should go around checking for pronunciation and grammar problems.

In Activities 2 and 3, ask them to work in pairs to complete them. They should use the illustrations to help. You should answer any questions they may have while working. After they have finished, ask for volunteers to read the sentences. If there are corrections, ask the students for the answers. If nobody answers, you should ask them to check the answer key. If you consider it necessary, explain any doubts they may have.

As Activities 4 and 5 are related to the previous ones, ask them to work on them.

To introduce the Time to read section, you should use some pre reading strategies. For example, you should invite the students to express what they know about a resume. You should ask them questions, such as:
What information does a resume include? Is it necessary to include personal information such as your age or your marital status? Is it mandatory to add a recent photo to the resume? Is it necessary to add letters of reference to the resume?

Then, ask them to read carefully to understand the main idea of the text. Tell students they shouldn’t stop every time they find a new word or expression they do not know; they should try to understand the general idea of the reading. Convince them to keep reading in order to grasp the idea, then to try to guess the meaning of the new words from the context, and finally to look up new words in the dictionary. You should also advise them to keep their own vocabulary list to study and practice using their own ideas as they should have done in the previous English courses.

Besides asking the students to answer the questions given after each reading, which will help you check the student’s reading comprehension, you may want to help them improve their reading comprehension skills by applying different reading strategies that will allow them to become independent learners.

Keep in mind that the use of strategies will depend on the learning objective and they should be related with the students’ own needs and interests, which at the same time depend on the students’ learning styles. You may have already visited the following
website. It’s a good idea to refer to the “Read with understanding” section:
http://literacy.kent.edu/eureka/strategies/strategies.html

After having worked with the Time to read section, assign Activity 6
As you may have noticed, Activity 7 deals with vocabulary. Ask them to do the activity and after they have finished, you should ask them to use these words and expressions in sentences of their own. Encourage some of them to write their examples on the board, and if they need corrections, ask other students to correct them. You should be the last resource for correcting mistakes. Use the mistakes as learning resources whenever possible.

In the “What do you need a resume for?” section, you should start by asking the students questions related with a job interview such as: Have you had any job interview? If, so what position were you applying for? Did you present a resume? What information did your resume include?

After discussing the previous questions, you should ask them to listen to and read the conversation. Ask them to pay attention to the intonation and pronunciation and try to imitate as they repeat. Then call on some students to read the dialog to the rest of the class. Assign Activity 9 to check their comprehension.

The following words are used in the dialogue in this section, and are also the vocabulary in Activity 8. You should check if they know them first. If not, you should read them, make the student repeat after you, and give them some examples. Then, ask them to use these words in sentences of their own. Make sure they are correct.

1. **Apply for** (v): to request something, usually officially, especially by writing or sending in a form.
2. **Application** (n): an official request for something, usually in writing. For example, I sent a letter of application to the manager.
3. **A position**: a job. For example, I’m applying for the supervising manager position in that company.
4. **(Night) shift**: the period of time a group of workers work. For example, I work in the night shift. I prefer the afternoon shift.
5. **(To be) available**: able to be obtained, used, or reached. For example, I’m not available in the evenings; I’m working at school.
6. **Previous**: before the present time or the time referred to. For example, Do you have any previous experience?
7. **(An) applicant**: a person who formally requests something, especially a job, or a place at college or university.

Start by asking the students: Do you know what a transcript is? What does a transcript include? Where can you get your transcript? If it’s possible, show them a transcript and the information it includes. After you have introduced the topic, ask them to listen to the conversation that takes place in a registrar’s office. Ask them what they understood, and write their ideas, vocabulary and phrases on the board. Listen to it again and read silently at the same time.

Now, have students listen to the conversations once more, divide the class into two groups and ask each of the groups to repeat and imitate one of the speakers. If there is time, ask them to practice the conversation. Students may want to use their own names.
Finally, ask them to answer the questions in Activity 10 and compare their answers with other classmates before checking them in the answer key.

If Activity 11 has not been done at home, you should tell them to work with a classmate. Make sure they have the correct answers by using the words in sentences of their own. Encourage students to write a few on the board. You should make sure that the examples given are correct.

For the Language in use section, even though the vocabulary and the grammar topic have been applied in the previous activities, ask the students to read and study the examples carefully and to try to explain the different uses of “do” in the question: “What do you do?” To make sure students understand, you should ask them to make questions about their classmates and to answer the questions about themselves. Explain that “What do you do?” and “What’s your occupation?” have similar meaning.

If you are in a tutoring session with your students, explain the proper sequence of the different elements that compose a question. You can write a table or diagram to show its different elements:

<table>
<thead>
<tr>
<th>Question word</th>
<th>Do / Does</th>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>do</td>
<td>you</td>
<td>do?</td>
</tr>
<tr>
<td>What</td>
<td>does</td>
<td>Mary</td>
<td>do?</td>
</tr>
</tbody>
</table>

You may want to review the possessive pronouns my, your, his, etc.

<table>
<thead>
<tr>
<th>Question word</th>
<th>“Be” verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>‘s</td>
<td>your occupation?</td>
</tr>
<tr>
<td>What</td>
<td>‘s</td>
<td>his occupation?</td>
</tr>
<tr>
<td>What</td>
<td>‘s</td>
<td>her occupation</td>
</tr>
</tbody>
</table>

Now ask the students to complete Activity 12.

Optional activity: Ask them to get pictures of famous people from magazines and newspaper and describe them as follows: This is Mr. Barack Obama. He’s the president of the U.S. He works in the White House.

Activity 13 introduces the adjectives dangerous, easy, difficult, boring, stressful, relaxing and exciting to describe jobs based on opinions. You should start by presenting some charts with the occupations in different situations. For example, a firefighter fighting a fire says: “A firefighter’s job is dangerous and stressful.” After several examples, ask them to work in pairs on this activity. After they have completed the grid, ask them to read the occupation and the adjectives.

After completing the activities, ask students to compare and discuss their answers with other students before looking at the answer key. You can ask students to read each sentence out loud and add original ones.

In Activity 14, have students work in trios and read the resume to get familiar with the information it contains. Get the names of the sections and be able to explain the information in each one. You may want to ask them to find out the information in the example with the information cited in Hands on! 1A on page 14.

You may want to present the two resume formats: the chronological and the functional.
The chronological format is the traditional one. It organizes your employment history by date, beginning with your most recent positions and working backwards. This is a good choice for a person who has been in the job market for several years. This format includes the employer’s name and location, the dates of employment (from when to when), the positions you have had, your responsibilities and accomplishments.

In this format, your work experience comes after the job objective or skills summary. But you can place the education section first if your educational background is the most important qualification for the position you’re applying for.

The functional resume format is useful when the person hasn’t had a stable work history. With the functional resume, your qualification, experience and accomplishments are grouped together according to areas of skill, rather than tied to specific positions and dates. How you group your qualifications depends on your career direction, but possible groupings for the groupings might be: communication skills, leadership skills, customer service experience, technical skills, instructional skills, sales experience.

In the functional resume, the person emphasizes what he or she has achieved and not where and when they achieved it. It highlights the person’s skills in particular areas.

You may find resume examples and cover letters on the following site:
http://www.exampleresumes.org/

Supplementary activities
You can ask students make a list of the professions and occupations that their neighbors and relatives have and explain what they do.

Resources
You can use the article “Mission and Culture of a Job” in the Outlook section of this lesson, and ask them for the general idea. You may want to check vocabulary and ask them to answer the following comprehension questions.

1. What’s your job reason determined by?
   It’s determined by the strategy of the organizational unit one works for.

2. Where’s the strategy of the organizational unit that you work for expressed?
   It’s expressed in a mission statement.

3. How can a new employee know the values and things that are important for the organization?
   He or she can can about the values and things that are important for the organization by talking with established, respected members of the staff.

Optional activity: Students can write a list of jobs on the board; ask the students to write down a list of ten ideas, feelings or memories that he or she associates with one of the jobs listed. Ask them to work in pairs and exchange their lists. Each student studies his or her classmates’ list and tries to guess which job the list refers to. The student then confirms or rejects the guesses and explains why he or she wrote those ideas, memories or feelings.
First Unit

Lesson 2

WHAT ARE YOU DOING THIS WEEKEND?

Methodology

Motivation

Motivate the students by asking questions such as:

In which activities do you participate in on the weekends?
Do you consider it important to participate in recreational activities?
What’s your opinion about people getting involved in recreational activities?
Which recreational activities can you participate in in your neighborhood?

Methodological guidelines

Before having students practice the conversation in the Conversation and more section, you should tell them to listen to and read the conversations out loud carefully. After that, ask them to say the conversation in pairs. If they’re working on their own, they can repeat one of the roles at a time, imitating the speaker’s pronunciation.

Activity 1 is to check the students’ reading comprehension, not the grammar.

In the Enrich your vocabulary section, Activities 2 and 3 allow the students to practice with the forms of “be going to” and adverbs of time for planned activities for the future. Give some examples before asking them to check the answers. You may want to use the Language in use section and ask them to read and analyze the sentences in the first two tables on page 22. Have them explain what they have understood, and try to elicit examples from them. Explain the meanings of the time adverbs by drawing a time line. Ask them to give you examples. As the objective of Activity 9 is to practice with the “be going to” form, consider assigning it here.

Yesterday, now, tomorrow, tonight, etc.

In the Time to read section, besides using questions such as the following, use the questions given before the reading to make students think about the topic and to make them get motivated.

Do you know what colors the leaves have at this time?
Have you noticed if they change color during the different seasons?
Do the trees have leaves with different colors at the same time?

After having that conversation, you should tell the students to read the text several times to understand it and take out its main idea. Once the students have the general idea of the text, tell them to do Activity 5 and suggest that they shouldn’t look at the answer key. If they have some wrong answers, tell them to go over the text again to check comprehension.

Activities such as Activity 4 should be assigned to be done at home.

Activity 4 is related with vocabulary from the reading, so they can work with this at home. Next you’ll find the definitions of each word and some examples.
Vocabulary activity and examples:

Shorten: To become shorter or to make something shorter. I’ve asked the dressmaker to shorten my night gown.

Crisp: It describes weather that is cold, dry and bright. It was a beautiful crisp spring morning.

Palette: The variety of colors that an artist usually paints with.

Foliage: The leaves of a plant or tree. I love watching the colorful dense foliage before fall starts.

Fall: To fall to the ground. Hundreds of leaves fell off the mango trees during the storm.

Activity 6 is to promote students’ listening comprehension. Ask them to listen to the conversation as many times as they may need until they can answer the questions. When they have finished, they can check their answers in the answer key. You may also ask them to listen to the conversation again and repeat each line of the conversation out loud for practice.

If you have already used the Language in use section, elicit examples about real situations in the different environments they move. With your help, make them use “be going to” and “will” in the different forms. You should also ask for volunteers to read the statements out loud. Pay attention to their pronunciation.

In the Enrich your vocabulary section, you may ask the students to examine the pictures and the vocabulary presented here; ask them to describe each picture in order to help them get the meaning of the vocabulary. After that, you should read the questions and the answers presented in the table so that they can become familiar with the pronunciation. The use of charts with illustrations related to the different weather and seasons is highly recommended here. Have the students repeat and practice in pairs with these questions and answers.

Activity 7 is a weather vocabulary based exercise. If the students haven’t worked with it at home, you should ask them to read the information in both columns first. Then they should match the words they are familiar with with their definitions. For the third time, they should compare their work with another classmate’s work. Advise them not to look at the answer key automatically but to try finding the answers by themselves. Students must keep track of the new vocabulary for further use or reference and for their own progress.

Before asking the students to listen to the weather reports in Activity 8, have them read the three answers given. Then ask them to listen to the reports a couple of times. Once they have gotten familiar with the weather reports, tell them to answer the questions without looking at the script. When they’re finished, they can read the script to check their answers. If they are in the classroom, have them work in pairs to practice the conversation or pronunciation only.

In the Conversation and more section, start by drawing a weekly planner and ask the students to tell the activities they think they’ll do during the week. Practice with this information. For example, Juan is going to have a job interview on Thursday. Who’s going to miss classes on Tuesday? And so on. After this, ask the students to
listen to the conversation in Activity 7 and assign Activities 10 and 11. If students haven’t worked with Activity 12, assign it now.

Activities 13 and 14: Read the activities 1 to 7 out loud for the students to listen to the pronunciation and ask them to work with both activities. Finally, ask for volunteers to read the questions and answers out loud. Make sure pronunciation and the use of “be going to” and “will” are correct.

Students should work with Activity 15 at home and use the answer key to make sure they have the sentences correct.

**Supplementary activities**

You can ask them to prepare a timetable of the school or grade academic and extra curricular activities and ask them to write questions and answers from the timetable.

**Resources**

You can use the reading “No time to relax” in the outlook section. You should give the students some questions to make them think about the reading before reading it. You may use the following questions:

How do people who work feel about the weekend?
What do people who work usually do during the weekend?
Do people who work use their weekends to rest or to run errands?

Assign the following after reading questions.

1. How have paid workers considered the weekend?
   They have considered it scared.
2. What is it that paid workers don’t have to do during the weekend?
   They don’t have to adhere to the company’s schedule or answer our boss’ demands.
3. What happens with chores and errands?
   They get deferred to Saturday and Sunday.

**Supplementary activities**

1. Fill in the blanks with “will” or “be going to”.

   1. Somebody’s knocking on the door. I [ ] open it.
   2. The phone’s ringing. [ ] you answer it, please?
   3. We bought the planer tickets already. We [ ] to get there by 4:00.
   4. It’s very dark. I think it [ ] to rain.
   5. If I have time, I [ ] call you tonight.

   Answers: 1. ’ll  2. Will  3. ‘re going  4. ’s going  5. ’ll
Lesson 3

WOULD YOU LIKE TO JOIN US?

Methodology

Motivation
Ask the students questions such as:
What kind of invitations do you get?
Are the invitations you get formal or informal?
Which is the most common celebration you are invited to?
How often do you accept or reject invitations?
Is it common for you to apologize when you can not go to a celebration you have been invited to?
What kinds of invitation cards do you get?

Methodological guidelines

In the Conversation and more section, students should listen to the conversation with their books closed for the first time and write down in their notebooks what they have understood. They should listen to the conversation again with their books open and then compare the ideas they got after listening to the conversation for the first time with the ideas they have now.

Then, ask them to answer the questions in Activity 1.

You can have them work in pairs to practice the conversations. Focus on the pronunciation and intonation.

In the Enrich your vocabulary section, ask them to look at the illustrations and read the names of the celebrations. You may ask them to repeat after you.

You can also ask them the following questions so that they can express what they know about these celebrations:
What do people do on their graduation day?
Where do people get married?
Who are the most important people at a baptism celebration?
What do people do in order to have their first communion celebration?

After finishing the previous activity, ask them to listen to the conversations in Activity 2 and write the name of the special occasion each conversation refers to. If they don’t get the answers at first, they should listen to them again until they do.

In Activity 3, have students read the sample conversations. If they are in the tutoring session, practice the conversations in pairs before writing the short conversations with the phrases given.

Assign Activities 17 and 18 to help the students have some extra practice at home. With these activities, you may check their topic understanding.

Activity 4 has been assigned before. Compare their answers in the classroom. Make sure their answers are correct.
Introduce the Time to read section by asking them:
Do you know Santa Ana? Have you been there? Which places have you visited in Santa Ana? Have you been to Lake Coatepeque?

After having this conversation, ask them to read the Time to read section to get the general idea. Insist that they don’t have to stop every time they find a new word or phrase. After they read it, ask them to answer Activity 5, which will help them understand the reading better. After they have finished, ask them to check the answers. Make sure the answers are correct.

Assign Activity 6; students find the answers based on the context of the sentence. Ask them to make sentences with the vocabulary in this activity.

Students should work with Activity 7 at home. Have pairs compare their answers, and make sure they’re correct.

In the Conversation and more section, take some time to explain how important it is to express acceptance or to apologize when you can’t accept an invitation. It’s considered rude if you don’t.

Now ask them to listen to the conversations and to check the corresponding boxes. Invite the students to discuss their answers. Play the audio again, and ask them to listen to the conversation to verify the answers they have. They have to be able to support their answers.

Explain that there are celebration cards for every occasion, and their use is very popular. Ask the students to work with Activity 8. Identify the topic of each one, and answer the corresponding questions. Give students the opportunity to check their answers with their classmates before looking at the answer key.

For Activity 9, ask the students to prepare the cards at home. Next time they are in the tutoring session, post their cards on the walls and read them to the rest of the class. Follow up their work.

In the Enrich your vocabulary section, before asking them to read, try to encourage them to express their prior knowledge about the kinds of cards they know. Prior knowledge refers to all the knowledge the students have acquired throughout their lives. Experts use other concepts such as background knowledge or experiential background to refer to prior knowledge. Read the definitions given in this section and make sure your students understand them.

Students are ready to work with Activity 10 where they are asked to read some sentences and decide in which card each sentence would be used.

In Activity 11, students have the opportunity to use the new vocabulary in context. They should work with this at home.

Activity 12 should be assigned to be done at home. Check their work in the next tutoring session. Allow students to compare their answers, and make sure they are correct.

In the Language in use section, tell students to study and analyze the topic following the information given. Pay attention to each of the two cases and how it’s written.
for each of the six cases presented in the table. Ask the students to use the examples in complete sentences similar to the ones in Activity 13. Activity 15 can be assigned here. Explain to them that another way to show possession is by using possessive pronouns. To strengthen their learning, ask your students to write sentences using them, and then you can call on some volunteers to read their sentences to the rest of the class. Spend some time clarifying doubts or questions and give examples. Use the information from the second table on this section.

Activity 14 can be assigned here. They should have understood that the “of the” phrase is used to show possession for non-living things:

The roof of the house needs to be repaired. The hood of the car is dented.

Assign Activity 17 as a wrap-up activity. Students are expected to apply here what they have been working with.

**Supplementary activity**

1. Identify the possessive nouns in the following sentences by underlining them. Then write S for singular, P for plural, I for irregular, C for compound noun. M when there’s more than one possessor, and T when more than two people possess something separately.

   1. They are going to compare the Clarks’ and the Smiths’ credit cards.
   2. Her brother in law’s office is very small.
   3. Cecil and Teresa’s room is very messy today.
   4. Children’s clothes are on the third floor.
   5. I’d like to live in Rose’s house.
   6. My friends’ parents are planning to buy a house.


2. Fill in the blanks with the correct possessive pronouns: mine, yours, his, hers, theirs, ours.

   1. Veronica brought her brother to the party, but Karla didn’t bring _______.
   2. Steve and Pablo are preparing their project, and Susan and her friends are preparing _______.
   3. We gave our parents their Christmas presents. My mother liked _______, but my father didn’t like _______.
   4. The boys left their bikes at the park. Mary and I left _______ at home.
   5. Peter, Roland and I have very nice skates, but theirs are better than _______.

   Answers: 1. hers  2. theirs  3. hers, his  4. ours  5. mine
First Unit

Lesson 4

CAN YOU TELL ME HOW TO GET THERE?

Methodology

Motivation

Introduce this lesson asking the students questions such as:

Have you ever gotten lost? What have you done to find your way back? How do you get oriented in an unknown area? Do you use any gadget to get oriented? Do you know what people commonly use for finding places in an area they haven’t been before? Can you follow maps to get to any place? Can you get to a place just with the address?

Methodological guidelines

In the Conversation and more section, students should listen to the conversation with their books closed for the first time and write down in their notebooks what they have understood. They should listen to the conversation again with the books open and then compare the ideas they got after listening to the conversation for the first time with the ideas they have now.

Then they should answer the questions in Activity 1.

If students are in the tutoring session, prompt them to practice the conversation in pairs. Check pronunciation and intonation and provide them with positive feedback.

Before going over the Enrich your vocabulary section, tell your students to think about the places that are found in neighborhoods and the activities that are performed in those places. You should ask them to look at the chart and read the places and activities done there. Complete this activity by asking them to work on Activity 2. Invite the students to share their answers and to help each other.

Activity 3 has to be done at home. They can check their answers with their classmates. You should check their work.

Activities 4 and 5 should also be assigned as homework. These are practical activities where the students have to use the vocabulary introduced in the section: places in the neighborhood and the activities they can perform in those places. Don’t forget to check their work during the tutoring session.

In the Time to read section, ask the students to only read the title and to look at the picture. Then ask them to write down what they think the reading is about. With this, you are helping your students to predict. Their predictions do not have to be correct.

Now, invite them to read the passage carefully to try to get the general idea of the reading. They should check if their first ideas were correct. They should read it again
and answer the questions in Activity 7. If they aren’t sure about some of the answers, they shouldn’t look immediately at the answer key. They should read it over again until they get the answers. Finally, they can check the answers in their books.

The vocabulary and the definitions in Activity 6, which should have been done at home, can be useful to help them understand the reading better. You may want to start the tutoring session by checking if they have worked with this vocabulary before coming into the classroom, and if there’s time, you may have them practice with the vocabulary before asking them to work with the reading.

In the Conversation and more section, the students should study the neighborhood map, find the places of the questions and analyze the location of the places with the answers given in Activities 8 and 9. They should get the meanings of the prepositions through the examples. These activities allow the students to show their skills to use the prepositions. You can follow up this topic in the tutoring session.

Present the vocabulary from the Enrich your vocabulary section by reading the new words out loud. Ask them to repeat after you. They should identify the places with the names.

You can ask the students to match the columns to form sentences in Activity 11, and then ask the students to read them. Then ask if there are any of these places in their neighborhoods.

Assign Activity 10 to do on their own.

For the Language in use section, you should help the students with some real examples to show them the meanings of the adverbs as well as the prepositions. Make them practice with the prepositions asking for different locations in the city or the school surroundings, for example:

Where’s the principal’s office? Where’s the school gym? Where’s the city hall? Is the church across from the school or behind it? Is the teacher’s office on the second or the third floor?

For Activity 11 students should work in pairs or groups of three. As soon as they finish, check their work and ask them for examples where they can apply these expressions.

Assign Activities 12 to 15 for practice at home.
**Lesson 5**

**First Unit**

**WHAT'S YOUR NEIGHBORHOOD LIKE?**

**Methodology**

**Motivation**

In order to motivate the students you should start asking them questions, such as:

Which are the characteristics you look for in an ideal neighborhood? What kind of neighborhood do you prefer to live in, a large or a small one? Why? If I asked you, where's the National Theater, what would you answer? Do Salvadorans usually give the address of a place or its location in relation to other places? Are there enough traffic signs to find addresses in San Salvador or in other cities? Which traffic signs do you know?

**Methodological guidelines**

In this lesson there are two Conversation and more sections. You should make students listen to each of the conversations with their books closed for the first time and write down what they have understood in their notebooks. They should listen to the conversation again with their books open and then compare the ideas they got after listening to the conversations for the first time with the ideas they have after reading and listening to the conversations at the same time.

Then, after listening to the conversations, they should answer the questions in Activity 1. If they are in the tutoring session, prompt them to practice the conversation in pairs. Check pronunciation an intonation and provide them with positive feedback.

They should try to answer the questions individually, and then compare them with those of their classmates. Tell them to look at the answer key as the last resource.

You may want to vary the dialog in the Conversation and more section by asking the students to change the places, “I want to take my kids to the movie theater, but I think it’s too far from here.”

Make them practice with the expressions (far from here, go straight ahead, turn right, turn left, walk down or up the street, traffic light, etc) until they show confidence. You can do this in the tutoring session or you may ask them to write short dialogs and add some drawings.

Is your house far from here or is it near here?
Do you turn right or left on the corner when you leave school?
Is there a traffic light on the corner near the school?
Do you walk down or up the street when you get the corner?

Before asking the students to listen to the conversation, you should explain to them that the people in the conversations are looking for places, and that they have to understand the names of the places and their locations. Play the audio or read the conversations for them. They should compare their answers with those of the closest classmate. You should ask them to listen to the conversations until they get the answers to the questions in Activity 2.

Before assigning Activity 3, read the vocabulary for your students and make them repeat. Check for pronunciation. Ask them to match the pictures with the words given.
Ask them for real examples using these new words: The traffic on the corner is broke. I usually go to school on foot.

Before working with Activity 4, use flash cards so that the students can see the position clearly. You may want to ask them to describe where a place is in a neighborhood they know. For example, you may use Metro Centro or downtown as reference, and ask questions such as:

Is there a bank near the supermarket? Is there a drugstore in Metro Centro? Is the cathedral near or far from the national theater? Is there a park in front of the cathedral?

You may ask them to work on Activity 5 at home, and then check their work in the tutoring session.

For the Time to read section, use the predicting strategy before asking them to read the passage. Ask them to cover the reading and to look at the title and at the picture. You may ask them some questions, such as:

What do you think the reading is about? Where do you think this beach house is located?

What can you find in a beach house? You may also use the brainstorming strategy; ask them to write down the ideas that come to their minds when they look at the picture and at the title.

For more information about reading strategies, you may visit the following website:
http://departments.weber.edu/teachall/reading/prereading.html

As you may have noticed, there is new vocabulary in this reading, so you should prepare some activities to help students learn these new words: snorkeling, hotel amenities, spa, massages, and safety deposit boxes. Games may be of great help to facilitate their learning new vocabulary. You can use the following games:

One ambiguous picture: Start by drawing a small part of a snorkel (for example). Ask the students, “What do you think this is going to be?” Do not confirm or reject their ideas. After listening to their first opinions, add a little more to the drawing and ask the question again. Build your picture in about four stages.

Association: You should start by suggesting a word. For example, “hotel”. Ask the students what the word suggests to them. One of the answers could be “swimming pool” and so on. You may decide to start with any word the class has recently learned. Games are not only to have fun. They can be used to introduce vocabulary and to help students improve their communicative competence.

After having worked with the pre-reading strategies and the vocabulary games, assign the reading. Students should read on their own, and answer the questions from Activity 6. Then, they can compare their answers with those of another classmate. Again, students should try to get the answers before checking the answer key. You should be prepared to answer any questions related with the reading. You and your students may visit the following webpage for more information:
http://www.hotel-caribbean.com/hotel/antigua/TBH/the_beach_house_barbuda.html

Activities 7 and 8 should be assigned to be done at home. In the tutoring session, you should ask your students to share their answers with the rest of the class. Make sure the answers they have are grammatically correct, include proper vocabulary and have meaning.
Before listening to the conversation from the Conversation and more section, you should ask the students to answer questions. You are in the tutoring session, use them to create a conversation about their neighborhoods. You can use the vocabulary in Activities 10 and 11.

What’s your neighborhood like?
How do you like your neighborhood?
Is your neighborhood quiet or noisy?
Is your neighborhood clean or dirty?
Is your neighborhood safe or dangerous?

You should also have flash cards with different houses and their parts and check the vocabulary related with the different parts of the house. Students should bring their drawings, too. They can post them on the wall and you can ask them to speak about the pictures they bring. This is related with Activity 11.

Now, play the CD. For the first time, students should listen to the conversation without reading, and as they listen to it, they should write down what they understand. Ask them to share their notes with their classmates. You should play the CD for the second time, and ask them to read and listen at the same time. Then, they should have the opportunity to comment how similar or different their previous ideas were. If they’re working alone, they should follow the same steps. The only difference is that they will compare their first ideas with the ideas they get the second time. They should practice in pairs if they are in the tutoring session, or play the different roles if they are working alone.

After having listened to it and having practiced, they should answer the questions in Activity 9. Make sure they have the answers correct.

Assign activity 12 for practice.

The Enrich your vocabulary section gives the students the opportunity to work with traffic signs. Before reading, you should ask them to draw the traffic signs they know, color them and write their meanings. If they are in the tutoring session, use their drawings and yours to practice. You can use questions such as:

What does this sign mean?
What color is it?
Where have you seen it?
What shape does this sign have?
Do all the traffic signs have the same shape or are they different?
Do drivers in San Salvador obey traffic signs?

You may want to work with Activity 15 before assigning the reading so that they know the traffic signs.

Ask them to work on Activity 15. In this activity your students are asked to match the sign with its meaning. Help them with the pronunciation of each one.
You may want your students to read silently once or twice, and then they should try to answer the questions. As with other activities, they should check their work with their classmates, and only when they cannot get the answer they should look at the answer key. Students can work in small groups to do Activity 13.

Activity 14 can be done on their own. Make sure the sentences they have written are correct. In the Language in use section, you should make sure the students understand the meaning of the prepositions in, on and at. You may use a box and different object such as an eraser and place the object in and on the box. Let them see the position of the objects. You may ask them:
Where is the eraser?
Where's the pen?
Where's the marker?
Is the eraser in the box? No it isn't. It’s on the box.
Is my money in the pocket or in the bag?
Is the eraser on the desk or on the table?
Is the picture on the floor or on the wall?

A student should stand at the window and you should ask:
Is Mary at the window or at the door?
Is Carlos at the board or at the window?

If they’re in the tutoring session, they should be asked to practice in pairs using the objects they have with them. If they work on their own they should draw objects in different positions and they should write sentences describing them using the prepositions.

Students should work with Activities 16 and 17.
Activities 18 to 20 are wrap-up activities, so they should be done at home.

In Activity 20, ask the students to write sentences such as the following:
The school is next to the bank.
The church is on Main Street across from the gas station.
There’s a stop sign on the corner of Independence Avenue and 3rd Street.
The stop signs in my neighborhood are covered by the trees.
The traffic light on Saint Paul Avenue and 2nd Street is broken.

Optional activity: You may ask the students to write a paragraph describing downtown San Salvador. You should use the second paragraph of the reading in the Outlook section as a model.
Self evaluation section

Before students go over any Self evaluation section in this book, suggest that they review the complete lesson and spend time on activities or sections they found more difficult. You should follow-up any difficulties your students may have.

After answering the questions in this section, ask the students 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.

Procedures and methodology of Hands on!

By this time you are very familiar with the units’ projects, so you know that you have to take some time at the beginning of the course to remind your students that they will carry out a project in each unit individually and that it’ll have to be handed in to you at the end of every unit. You’ll let them know the due dates. Don’t forget to devote some time to the Hands on! section of each lesson to make sure that the students understand what they’re asked to do.

As in the previous courses, students are given hints in the Hands on! section in each lesson. In each of the sections 1A to 1E, students are asked to do activities related to the project.

In unit one, your students are to work on the project called “My resume”. They will collect personal information throughout the lessons in order to make a resume.

At the end of the unit, your students will have written their own resumes in English. They will have also understood how useful a resume is when applying for a job position in which English is required. It will have to be presented typewritten and printed.

As you may know, there are different ways to format a resume. You may find more information in the websites given in the unit.

The sample given in the unit is developed for you.

Heading of the resume: This includes the person’s personal information: Full name, Address, Home telephone number, Cell phone number and E-mail. Look at the example:

Ernesto Rafael Ortiz
Urbanización San Rafael, Block D, Casa No. 9, Mejicanos, San Salvador
Home telephone number: 2223-6677
Cell phone number: 7775-5555
E-mail: ernest55@hotmail.com

Education and Training: This section includes the schools where you have followed formal courses and the academies, institutes and the like where you have had training courses. School name, name of the place where it’s located, period of time (Example: 2002-2006) are required. Name of any training course, name of the place, name of the place where it’s located, year should also be placed here.
Work Experience: This includes information about your work experience. It starts with the last job you had. Give relevance to the positions that are related to the job you are applying for.
Name of the job title, name of organization, name of the place where it’s located are required.
Date – Present
One sentence to describe one main function.
One sentence to describe one main function.

Achievements: This section includes the academic as well as the labor area awards you have received.
School or Society name: Year you received it or years you have received it
Computer skills: This section includes the main computer programs you can use.
Proficient with (name of programs)

Language skills: This section includes the languages you use, such as English, and the level you have.
Make sure that the students understand that a resume in English doesn’t include information such as age, marital status, height/weight, birth date, or a photograph. They have to understand that a resume has to be neat, and that it shouldn’t show any handwritten correction. They should learn that resumes must not include abbreviations.
The last thing is that exaggerations or lies will never help in a resume.

You should know that a resume requires a cover letter. A cover letter is necessary when sending a resume in the mail, but it’s advisable to keep the cover letter short. A cover letter’s purpose is to obtain an interview, not to tell the story of somebody’s labor life. The cover letter focuses on the applicant’s qualifications and setting up an interview.
There are two types of cover letters - specific and general. If you decide to explain the cover letter to your students, explain the specific cover letter characteristics. This letter is directed at a specific company, person, and position. The specific cover letter personally addresses the company’s needs. This letter sends a positive message to the employer as it shows your interest because you took the time to write it.
Students should be given time to see different examples of resumes. The following websites will be of great help.
http://www.exampleresumes.org/
http://www.exampleresumes.org/resume-formats.html
Unit 2

My Hometown

Unit concepts

In this unit the students have the opportunity to speak about El Salvador’s tourist attractions such as its beautiful beaches, volcanoes, its most relevant historical events, museums and festivities as well as popular local and regional foods. Students also have the opportunity to relate tourist attractions with outdoor activities. Besides that, the students will be working with El Salvador’s relevant topics such as remittances and patriotic symbols of El Salvador in the unit.

These topics are developed through readings, dialogues and written exercises in which they have the opportunity to practice with meaningful situations and contexts. They will practice reading, listening and writing skills through a variety of activities and contexts.

Grammar

This unit introduces the present tense of the verb in all its forms. Affirmative, negative, interrogative, Yes/No and Wh-word questions and short and long answers are practiced. At this point, the present tense forms of verbs are used in a wider range of topics so that students can practice these verbs in context.

The past tense of the verb “be” is reviewed in this unit. The simple past tense of regular and irregular verbs is presented in all forms. Questions with Wh-words are used with both regular and irregular verbs.

The expression “used to” is introduced in context to talk about past habits and memories.

Vocabulary

The unit contains vocabulary related to tourist attractions, festivals, local and regional foods, historical events, museums, volcanoes, monuments and archaeological sites in El Salvador.

Everyday English

Restaurants, names of lakes, hills, mountains, rivers, historical sites, archeological sites, crops, handcrafts, food, town festivities, quesadillas, pupusas, corn, etc. will be used throughout the unit.

What are your town’s main tourist attractions? You can visit… People like to celebrate… People used to go/eat/make… What are quesadillas exactly? When do people eat…? Who was the founder of…?

All the above content will be discussed and explained in detail in the Methodology section of each lesson.
Lesson 1

WHAT’S SAN SALVADOR LIKE?

Methodology

Motivation

You should introduce the topic by asking your students questions such as the following:
Which tourist places from El Salvador do you know?
What do you know about the important festivals in El Salvador?
Do you know the names of some typical food from our country? Do you know how these dishes are prepared?
Why do you think tourists visit El Salvador?

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

Methodological guidelines

You may have different objectives with the Conversation and more section. You may want to help the students develop their listening comprehension skills, or their reading comprehension skills or you may want to mix both. You may also want your students to practice their pronunciation skills only. The way you work with this section will depend on the objectives you set for the students. Here you’ll find some suggestions.

Once your students get motivated, you should ask them to close their books and listen to the conversation and ask them, “What did you understand from the conversation?” Write the ideas, vocabulary or expressions they say on the board. You may ask them to listen to the conversation two or three times until you see that they have understood most of the dialog. From one step to the next one, ask them to compare their answers with the ideas they had before and then with their classmates’ answers. In this way you are focusing on their listening skills and applying cooperative learning.

You can also play or read the conversation out loud again and ask the students to listen and read the conversation at the same time in order to understand the main idea of the conversation better.

Then you should ask your students to read and answer the questions in Activity 1 according to the conversation they listened to or that they have just read. Provide students some time to answer the questions. Follow up any questions your students may have. Insist that they should leave the answer key as the last resource.

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

You can ask your students to listen to and write down each line on a piece of paper to practice their listening and writing skills.
If your main objective is to explore their reading comprehension, you can have the students read the dialog as many times as necessary and ask them to answer the questions in Activity 1. If they have understood the conversation, they will be able to answer the questions correctly.

Listening to and reading the conversation at the same time will help your students improve their pronunciation and in a way their listening skills.

For the Enrich your vocabulary section, tell students there are many places and facilities tourists can access when visiting El Salvador. Tell your students that the reasons tourists visit this country depend on different aspects. You may recall the ideas they expressed in the motivation section.

Then, ask students to read, listen to and repeat each expression to get familiar with the vocabulary introduced in this section and that they will practice throughout the lesson. After that, you can motivate students to tell you other reasons. If you are in the tutoring session, you should match students in pairs to ask and answer the questions in Activity 2. If there is time, ask for some volunteers to go to the front to read the reasons out loud. Check for pronunciation errors.

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

Once they have answered the questions, tell them to go over Activity 3. Tell them to match the meanings with the correct words. Here the students have the opportunity to practice vocabulary and expressions related with graphs. They should work on their own, and then compare with their classmates’ answers.

In Activity 4, tell them to complete the chart by classifying the correct activity under each category. This can be done in pairs or small groups. Give them enough time to complete the task.

Before presenting the Time to read section, ask the students to think about the following categories: a vacation visit and a business visit. Have them think of as many reasons as possible to include under these categories: why people visit El Salvador and which activities they do based on the purpose of their visit. Ask them if they know some beautiful touristic attractions in El Salvador. You can ask them to work in pairs to make a list of these places. This is done as a pre-reading activity to activate the 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?

Your students as EFL learners need a reason to read. Activating prior knowledge is extremely important for their reading process; therefore you should have this in mind and always put it into practice. With these activities, you’ll be helping the students who don’t feel completely confident of his or her ability to read in the target language. This is where pre-reading activities come in.
Remember that 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 tasks.

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, look at the following link:

Before having students read the article about touristic attractions in El Salvador, write some key words from the text on the board to get familiar with the new topic. Then, ask them to read to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know. Persuade them to keep reading to grasp the idea, and at the end they can look up new words. Also, you should advise them to keep their own vocabulary list to study and practice using their own ideas.

If you assign Activity 5 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 answer key before comparing and discussing their answers with their classmates.

In Activity 6, have your students find the definitions of the provided words, and then have your students write original sentences using those key words.

In Activity 7, have students read and answer the questions individually first and then in pairs if they are in the classroom.

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

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles (Ekvensi, Moranski, & Townsend-Sweet, 2006).
For more information, look at the following sites:
http://literacy.kent.edu/eureka/strategies/strategies.html
http://www.newhorizons.org/strategies/front_strategies.html

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

If you’re in the tutoring session with your students, explain the proper sequence of the different elements of a statement or a question. Remind your students that the auxiliary “do” in the present tense depends on the subject you are using, that is, show or write on the board the different forms: does, do, doesn’t and don’t.

You can even write a table or a diagram to place the elements of a sentence:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>swim.</td>
</tr>
<tr>
<td>You</td>
<td>swim.</td>
</tr>
<tr>
<td>She</td>
<td>swims.</td>
</tr>
</tbody>
</table>

For the word order of Yes/No questions:

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I</td>
<td>swim?</td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>swim?</td>
</tr>
<tr>
<td>Does</td>
<td>he</td>
<td>swim?</td>
</tr>
</tbody>
</table>

Review and practice the pronunciation of the contraction forms of the auxiliary “do”.

Clarify that when providing short answers, they have to use the modal auxiliary used in the question.

Correct: Yes, he does. No, he doesn’t.
Correct: Yes, she does. No, she doesn’t.
Correct: Yes, I do. No, I don’t.
Correct: Yes, you do. No, you don’t.

Go over the pronunciation of the forms of the auxiliary “do” and the intonation of yes/No questions. Have students listen to and repeat each out loud. Once students have gotten the idea about how to use this tense, tell them to study the example sentences carefully.

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

In the Enrich your vocabulary section, ask your students to look at the pictures, and to guess their names. You can allow them to describe each place and to express if they have been in those places and how they had liked them.
In Activity 8, have your students match the vocabulary with the pictures. You can have your students work in pairs or individually.

In Activity 9, have your students listen to the description of three beautiful places in El Salvador, and then have them complete the activity in small groups so that they can help one another.

The objective of the Language in use section in this lesson 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 acceptably.

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. Also, you can explain what voiceless and voiced sounds are. You can exaggerate the pronunciation when saying these singular ending verb forms.

Tell your students not to do Activities 10 and 11 until they understand and manage spelling and pronunciation rules very well.

If they are at home, tell them to try to complete the table in Activity 12 according to their own understanding. They will check it and correct it once they are in the tutoring session.

In Activity 13, your students are to complete the provided statements with the correct forms of the verb.

Assign your students Activity 14 to do at home.

In Activity 15, 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 if they are in the tutoring session.

Optional activity: Before giving possible answers to Activity 15, 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 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.
Second Unit

Lesson 2

WHAT ARE THE MOST INTERESTING FESTIVALS IN EL SALVADOR?

Methodology

Motivation

The topic of this lesson is the most interesting festivals in El Salvador, you can motivate your students to speak with questions such as the following:

- Which are the most important festivals in El Salvador?
- Do you know how Salvadorans celebrate in August?
- Have you ever participated in these festivals?
- Have you heard about patrons saints’ festivals around El Salvador?
- Do you know about your hometown’s patron saint celebration?

Methodological guidelines

Once your students get motivated, you should ask them to close their books and listen to the conversation and ask them, “What did you understand from the conversation?” Write the ideas, vocabulary or expressions on the board. Then, play or read the conversation again and ask the students to listen to and read the conversation at the same time in order to understand or grasp the main idea.

Now 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 1, and then ask them to compare their answers with the ideas they had before and with other classmates’ answers. Follow up any questions your students may have. Insist that they leave the answer key as the last resource.

After having listened to and read the conversation carefully, you should ask them to perform the conversation in pairs. If there is enough time, ask them to practice the conversation using their own information.

In the Enrich your vocabulary section, have your students look at the different pictures of monuments in El Salvador. Then, ask them if they have seen them before.

You can ask your students important facts about these monuments:

- What do they stand for?
- What are they made of?
- When were they made?

After listening to some of these responses, have your students write a short description about each monument.

Have your students work in pairs to do this activity. Provide the correct intonation and pronunciation as needed.
In Activity 2, have your students listen to three descriptions of monuments in San Salvador and identify the name of the monuments.

Optional activity: To motivate students, show the pictures of these three monuments and have your students try to describe them first.

Assign Activity 3 as homework. Give students plenty of time to do this kind of activity individually or in pairs.

You can have one student read the celebration description and have the rest provide the correct date.

In Activity 4, have your students work in pairs or small groups so that they can help one another.

Ask your students to present a short composition about the celebrations they chose for this report.

Ask your students to follow the example, and if they have questions or doubts tell them to ask you anytime.

Before having students read the article in the Time to read section, tell them to work on Activity 6 to get familiar with the new words. 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 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 advise them to keep their own vocabulary list to study.

After that, tell them to do Activity 5 individually, 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, have your students do Activity 7. Tell your students to write their answers on a piece of paper and to bring it the next class.

Optional activity: If there is plenty of time, have your students work in small groups following the guidelines of the Cooperative Learning Approach. Be sure every student is assigned a specific role within each group.

In the Conversation and more section, have your students listen to the three conversations carefully so that they can answer the provided questions.

You can have your students work in pairs or small groups.

Have your students listen to and repeat each question to practice intonation patterns.

In Activity 8, have your students match each name of the special event with its corresponding picture.

Assign Activity 9 as homework, and tell your students to work in pairs to do this activity. Tell your students to prepare a report on a piece of paper for the next class.

In the Enrich your vocabulary section, you may use questions such the following to make your students use the previous knowledge they have:

Do you know what a patriotic symbol is? Can you name them in English?
You read the vocabulary in Activity 10, and make sure your students say the words correctly. After that, have your students match the names with the corresponding patriotic symbols.

In Activity 11, have your students do this task in small groups so that they can help each another and compare their answers.

In Activity 12, have your students work in groups of four or five to answer these questions. Be sure each member of the group has a specific role.

Monitor each group work and identify pronunciation mistakes for further error correction strategies.

Error correction in speaking classes needs careful treatment because every learner will make different reactions to the feedback given by teachers. The main purpose of a speaking activity is to make the learners use the language they have learned appropriately and accurately in the right context. That is why it is suggested that teachers correct selectively and constructively. It’s advisable to continually collect examples in a journal and to follow them up with specific activities in the moment the teacher considers appropriate.

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

In the Language in use section, explain in detail how Wh- word questions are formed. Explain the provided table, and give them a formula they can use when constructing these kinds of questions. Students should have time to read all the questions and answers.

Once they have gotten the clue, ask them to write the questions in Activity 13 on their own. Give plenty of time to do this if they are in the classroom.

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

In Activity 14, have your students order the words to make sentences. This can be done individually first, then you can have them work in pairs to compare their answers.

Before having your students do Activity 15, ask them to read the provided answers and to refer to the examples in the table before doing this activity.

Optional activity: Give plenty of explanation and examples to make the rules clear if needed.

Assign Activity 16 so your students can have enough time to write questions with the provided answers. If they are in the classroom, have them work individually. You can tell them to work in pairs if they want.

Activities 17 and 18 are assigned to be done at home. In Activity 17 students are asked to write a paragraph with the answers from the questions given. In Activity 18 they have to do some research and answer the question given. They should present both products to the rest of the class in the next tutoring session. Follow up any doubts that students may have.
Lesson 3

WHAT'S YOUR FAVORITE FOOD?

Methodology

Motivation

You may use a variety of questions to make your students speak about the topic. You may use the following as examples.

What kinds of food do you like? Dislike?
Do you know what a healthy and nutritious dish includes?
Do you know what relation exists between food and health?
Do you know what qualities vitamins and minerals have?
Do you know what functions green vegetables have?

Methodological guidelines

Once your students get motivated, you can begin the Conversation and more section by having students listen to the conversation with their books closed to check how much they understand about the listening passage.

After a couple of times, you can ask some easy questions about it such as:

1. How many people are there in the conversation?
2. Where are they?
3. Is it lunch or breakfast time?
4. What are they ordering to eat?
5. Is this conversation between friends or colleagues?

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 1.

In the Enrich your vocabulary section, you should tell students to read, learn and study the different expressions used to name food in English. Then, listen to and repeat each word carefully.

Before presenting the next activity, prepare or bring a food pyramid picture to your students and explain the different categories or classifications of food in English.

For more information about the Food Pyramid, go to the following link:

http://kidshealth.org/kid/stay_healthy/food/pyramid.html
http://www.nal.usda.gov/fnic/Fpyr/pmap.htm

After listening to, repeating and studying all words related to food, suggest that your students to go over Activity 2 in small groups so that they can help one another and check their learning progress. In the Time to read section, advise your students to read the texts several times to understand and take out the main ideas.
Once the students have the general ideas of both paragraphs, tell them to do Activity 3. Suggest that they look at the answer key after writing their answers. 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 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 or four of five to work and discuss their answers.

In Activity 4, have your students work in groups following the guidelines of the Cooperative Learning Approach. Have the members of each group compare and discuss their different answers.

In the Conversation and more section, tell them to read and study the short 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 the missing words or phrases in Activity 5.

Optional activity: Once they have completed the conversation correctly, you can ask them to practice the dialogues in pairs taking turns or switching roles. Have them move to other classmates to practice the conversations.

Leave Activity 6 for after working with the Enrich your vocabulary section.

Tell students to read the introductory paragraph about food healthy. Then, listen to and repeat each word from the table carefully.

Then, ask your students to look at the pictures carefully. Ask them to describe each picture make sure they know the vocabulary related with each item.

After describing the pictures, tell them to match them with the corresponding cooking methods and go over Activity 6.

In Activity 6, have your students classify the foods based on their cooking preferences. Explain to your students that when describing food, they can use adjectives. Ask them to look at the table to check the list of given adjectives. You should read each of the adjectives out loud and have the students repeat after you.

Have your students work with Activity 8 in small groups to answer and discuss their answers. Use group work guidelines form the Cooperative Learning Approach.

Optional activity: Ask your students to ask these statements to one another. Tell them to do this as “Find someone who…”

Write these questions as samples:

1. How often do you exercise?
2. Do you go to bed early?
3. Do you love eating pizza?
4. Do you like rich food?
In the Language in use section, tell students to read, study, and pay attention to the sequence of the elements to make affirmative and negative statements, as well as Yes/No questions using the verb “be” in all its simple past tense forms.

If you are in the 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 verb forms of “be” in past tense depend on the subject you are using; that is, show or write on the board the different forms: was and were and subject pronouns.

You can write a table or diagram to place the elements of a sentence:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb “be” form</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>okay</td>
</tr>
<tr>
<td>You</td>
<td>were</td>
<td>my boss</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>a secretary</td>
</tr>
</tbody>
</table>

For the word order of Yes/No questions:

<table>
<thead>
<tr>
<th>Verb “be” form</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was</td>
<td>I</td>
<td>a cashier?</td>
</tr>
<tr>
<td>Were</td>
<td>you</td>
<td>at the office?</td>
</tr>
<tr>
<td>Was</td>
<td>he</td>
<td>an accountant?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>Verb “be” form</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>were</td>
<td>you</td>
<td>yesterday?</td>
</tr>
<tr>
<td>When</td>
<td>was</td>
<td>she</td>
<td>there?</td>
</tr>
<tr>
<td>Why</td>
<td>was</td>
<td>he</td>
<td>at home?</td>
</tr>
</tbody>
</table>

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

Pay attention to the contraction form of “be” + not:

was not = wasn’t
were not = weren’t

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 each out loud.

Once students have gotten the idea about how to use the verb “be” forms, tell them to complete Activities 9 and 10. If they have questions, spend some time clarifying any doubts and provide more examples if needed.

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

Assign your students to do Activity 11, and ask them to bring their answers to the next tutoring session. Have the students think about their lifestyles. At the end of this activity, they will have found out if they have a healthy or unhealthy lifestyle.

Assign Activities 12, 13 and 14 to be done at home as wrap-up activities. At the time of the tutoring session, have them check their answers in small groups to ask one another. Monitor your students so that each member of the group is playing a specific role.

Optional activity: You may have students read some of the answers from Activity 14 and ask questions among themselves to clarify information.
Second Unit

Lesson 4

WOULD YOU LIKE TO LEARN ABOUT YOUR HOMETOWN’S HISTORICAL EVENTS?

Methodology

Motivation
You should start this topic by asking your students questions such as:
Do you know which events have changed our country?
Would you like to know about the country’s historical events?
How do you think you can discover your hometown’s real history?
Would you like to know more about important historical events from your hometown or country?
Would you like to be able to speak about them in English?

If your students don’t know how to say the names of historical events in English, write some names on the board, especially the one that appears in the first conversation of the lesson. Or have students brainstorm and copy the words on the board. This is used to introduce some of the vocabulary students will practice throughout the lesson.

Methodological guidelines
After having your students think about the new topic, tell them to listen to the conversation without looking at the scripts 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 1 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, ask your students to look at the pictures and try to answer the question posted there. Ask them if they recognize the people and the places; have them tell you what they already know about them.

In Activity 2, ask students to read each historical event in English and learn the pronunciation and the correct spelling of the information there. Have them tell the class some other important events they know. You should copy them on the board.
You can dictate or spell different dates of these historical events so that your students can practice before going over Activity 3.
Optional activity: Put students in pairs to do Activity 2. Give them some time to answer, compare and discuss their answers. You can have your students listen to and repeat every statement.

Before having your students go over the next section, explain what a natural disaster is, and ask them to think about the disasters that we have had in our country and how they have affected people and their properties.

You can look at the following links to get more information and to present it to your students:
http://environment.nationalgeographic.com/environment/natural-disasters/
http://library.thinkquest.org/16132/frames.html

You can bring some pictures about these disasters.

In the Time to read section, have students read the paragraph to grasp the main idea or find key words which help them comprehend the main ideas. 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 to know what the text is about.

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, 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-skills 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 answer the reading comprehension questions in Activity 4.

Optional activity: If your students are in the tutoring session, have them listen to the reading passage carefully. Tell them to listen to it several times, and then suggest that they answer the questions without looking at the answer key automatically. Match students to read the text by taking turns.

In Activity 5, have your students work in small groups so that they can practice by asking and answering the provided questions.

In the Time to read section, have your students describe the picture, and help them as they give their opinions.
Before assigning Activity 6, read each of the events from the table. Have your students listen and repeat and make sure they understand all of them. You should read the years and dates. They should be prompt to express what they know about each event.

Have students work in small groups to help each other. Monitor while they work and provide help when needed or requested. Tell them to complete the task before checking the answers in the answer key. Assign Activities 7 and 8 as homework.

In the Enrich your vocabulary section, have your students read and study several expressions to convey mood or condition either in the present or in the past. Tell them they have to use the past tense forms of the verb “be” as the situations in the examples refer to the past. Assign Activity 9.

Optional activity: Assign your students to study the provided table carefully either individually or in pairs. Once they have understood the proper use of these expressions in English, tell them to do Activity 10.

This section also includes expressions with the verb “go”. Ask them to read the expressions. Pay attention to their pronunciation and make sure they understand their meanings. Have them practice by asking questions such as: What do you do on weekend? Do you ever go fishing? When you go fishing, who do you go with?

In the Language in use section, have your students read and study the past tense forms of some regular verbs in English. Give special attention to the final –ed pronunciation. Have the students do a lot of practice.

Have your students listen to and repeat each past tense form carefully so that they can get familiar with the spelling, pronunciation and meaning.

Once they have gotten familiar with these verb forms, have your students study the following tables about affirmative and negative statements in the past tense. Tell your students they have to study and learn the structure of each form presented in these tables before doing the next activities. You can assign Activities 11 to 14 to practice the simple past tense of regular and irregular verbs.

In the next tutoring session, you can have the students work in small groups to check their work and have some oral practice with the conversations in Activity 11. If necessary, you should read the dialogs for them.
Lesson 5  

WHERE CAN EL SALVADOR’S HISTORY BE FOUND?

Methodology

Motivation
In order to help your students get motivated, you can ask the students questions such as:
Do you know some historical places in your city or hometown?
Which are the most important historical places in El Salvador?
What kinds of museums are there in El Salvador?
Would you like to learn about some museums in this country?

Methodological guidelines
Assign your students to listen to the conversation carefully several times before answering Activity 1. If they are in the classroom, ask them to work in pairs to help each other, and have them practice the conversation as well.
You can copy the questions from Activity 1 on the board. Do this to have your students focus on what to listen to and pay attention to as well.
Play the audio a couple of times so that your students can get familiar with the new topic and vocabulary.
Then, play the audio again, and ask them to read as they listen to the conversation at the same time.

During the tutoring session, have them practice by role-playing each character of the conversation with different classmates.
Optional activity: You can have your students work in pairs to help each other and compare their answers with others.

Before going over the Enrich your vocabulary section, ask your students to tell you if they know some kinds of museums in El Salvador. If they know the names, provide some on the board, and tell them where they are located.
Ask them to look at the museum photos provided in this section. Ask them if they know these places; if not, which one would they like to go to and why.
After that, tell your students to read the information provided in Activity 2 carefully.
Have your students work in pairs to match the kinds of museums with their corresponding descriptions. Ask some of them to read the descriptions about a couple of the museums.
In Activity 3, have your students work in groups to ask and answer each question so that they can help one another and learn from each other.
In the Time to read section, have your students read the questions carefully first so that they know what to look for in advance.

You can read both paragraphs out loud the first time for your students and have them listen to each line so that they get familiar with the pronunciation and intonation patterns. You can read both paragraphs out loud the second time and have your students answer the questions in Activity 5.

Allow them to work in pairs or small groups to check their answers.

Ask your students to do Activity 4 in pairs or small groups to help match the definition with the corresponding concept.

In the Language in use section, you can introduce the use of the expression “used to” in a very practical and easy way:

Example: I used to go to the beach every day.

It is better not to use “used to” in questions or negative forms. However, this is sometimes done in informal spoken English. It is better to ask questions and create negative sentences using the simple past tense.

“Used to” expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now.

After that, you can tell your student to read each example carefully as many times as possible to understand the correct use of this expression.

In the Conversation and more section, have your students read the text provided carefully to have a solid idea about the conversation.

Optional activity: You can have your students listen to and repeat each part of the conversation several times so that your students can practice the pronunciation and intonation patterns in English.

Optional activity: Once your students show some good management of the expression “used to”, have your students go over the conversation.

Optional activity: Tell your students to listen to the conversation without looking at it. Then have your students answer the questions in Activity 6. Put them in pairs so that they can help each other and discuss their answers. Also, you can have them practice the conversation in pairs and tell them to perform it in front of the class.

In the Enrich your vocabulary section, ask your students if they know where some archeological sites are located in El Salvador and if they have visited them. After that tell your students to take a look at the different pictures provided in this section and try to guess their names.

After that, assign your students to go over Activity 7 to match the words with their definitions. Ask them to read the words with their meanings and check for pronunciation and intonation errors.
In Activity 8, have your students work in pairs to do the matching and help each other. You can have them listen to and repeat each description out loud carefully so that they can practice in pairs and do some peer correction. 

Optional activity: You may follow up this activity by asking them:
Which of these places do you know? Do you like it? Would you like to go back?

In the Language in use section, have your students read and study the past tense forms of some irregular verbs in English. Have your students listen to and repeat the irregular verb forms carefully so that they can get familiar with the spelling, pronunciation, and meaning.

Once they have gotten familiar with these verb forms, have your students study the following tables about affirmative and negative statements and interrogative forms as well as short answers in the past tense.

Advise your students to study and learn the verbs in these charts before doing the next activities.

In Activity 9, have your students write ten original questions using irregular verbs. If there is little time, you can assign this activity as homework so that your students can have more time to write them.

In Activity 10, have your students complete the given postcard with the corresponding past tense of the verbs in parenthesis. You can have your students work in groups so that they can help and learn from one another.

In Activity 11, have your students complete the conversation, and then have them compare their answers.

Optional activity: Once your students have completed the conversation correctly, have them practice it in pairs taking turns until they manage the pronunciation of these verbs in the past tense.

You can have students work in pairs to practice the pronunciation. You can even exaggerate the pronunciation when saying these past tense forms.

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 present the project called "An important place in my country".

At the end of the unit, your students will be able to complete a final report about historical events and cultural aspects of their cities or hometowns in English. The complete report can include topics such as regional characteristics, tourist attractions, festivals, special foods and historical events. It is recommended that you choose a place that is meaningful to you or that you consider very important.
Look at the sample.

<table>
<thead>
<tr>
<th>An important place in my country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in as much information about the place or city you have chosen to write your report.</td>
</tr>
<tr>
<td>Aspects</td>
</tr>
<tr>
<td>Historical sites</td>
</tr>
<tr>
<td>Museums</td>
</tr>
<tr>
<td>Festivitals</td>
</tr>
<tr>
<td>Monuments</td>
</tr>
<tr>
<td>Archeological places</td>
</tr>
<tr>
<td>Special food</td>
</tr>
</tbody>
</table>

Take advantage of each Hands on! hint throughout unit 2, 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, tell your students to start their project by deciding which department, city, or town they want to learn more about. Also, tell them to think about the reasons why they want to learn about that place. Once they have decided, tell them to start collecting written and oral information about it. You can tell them to ask their friends, neighbors, and relatives if they know anything about the place. Finally, tell your students to try to organize the information very well because it will help them when they are ready to start writing the report.

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

In Hands on! 2B, tell your students that by this time they should have chosen the place they want to write about and have collected some written and oral information. Advise your students that it’s time to start organizing the information and putting it into different topic areas that their report will include. Maybe they will want to write about tourist attractions, local foods, important people or events, and outdoor activities.

Advise your students give as accurate information as possible so that they can really have trustful input which can be used for portraying their hometown’s historical and cultural richness 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 and motivate them to begin their projects as soon as possible.

In Hands on! 2C, tell your students that now it’s time to start writing their reports. Tell your students that they should have a list of information to include in their reports by now. Tell your students that the introduction is the first paragraph that describes the list of things that will be covered in the report. The paragraph begins with the first item on their list. Also, tell them that a description of the place is a great way to start, with the
location, population, main tourist attractions, special celebrations and other topics you think important.

Tell your students that these aspects are really important to consider when preparing this kind of project. Motivate your students to include other aspects they think are relevant or necessary for their projects.

In Hands on! 2D, tell your students that by this time they have written the first section of the report, and now it’s time to add other sections. You can tell your students they may want to expand on and be more specific about some tourist attractions. Advise them to write about the places they would recommend that tourists visit and say why they recommend them. In addition, tell your students that they could also write about the typical foods found in a particular region. Remind your students that these are only suggestions. Finally, you tell your students that each paragraph talks about one topic, and they will try to write three or four paragraphs.

In Hands on! 2E, tell your students to tell you how many paragraphs they have now, and tell them they must feel proud of their reports. Since they have been reading and writing about this place of their choice, they may be an expert. Motivate your students and give them positive feedback. Finally, tell your students that by the end of their project they will be able to speak about this place without reading the report.

It is recommended to tell your students to look for help when necessary. If they do not 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 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.

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

It's on sale!

Unit concepts

Unit three is oriented to give the students the opportunity to use the English language in topics such as food, shopping, prices, statistics, areas and distances. Students also learn how to speak about the different products people can buy at the supermarket as well as at a store. These topics are developed through readings, dialogues and written exercises in which they have the opportunity to practice with meaningful situations and contexts. They practice their reading, listening and writing skills through a variety of activities and contexts.

Grammar

This unit presents the use of the rejoinders “so” and “too” to express agreement with affirmative sentences and “either” and “ neither” to express agreement with negative statements used in two different forms of the simple present and simple past.

This unit also deals with large numbers which are presented with exercises related with stadium capacities, country populations, property areas, quantities of family remittances and quantities of Internet users in El Salvador.

The use of comparative and superlative degrees of regular and irregular adjectives is introduced through examples in which two or more people, things, places or ideas are compared. It also includes the use of “as (adjective) as”.

The unit also includes topics related to the digital era.

Students have the opportunity to practice with the conjunctions “and”, “or” and “but” to connect words, phrases or clauses in contexts related with shopping and prices.

Vocabulary

The unit contains vocabulary related with food products and nonfood items that can be bought at the supermarket as well as phases used to quantify the different food items. It also includes vocabulary related to new technology products and their characteristics. Vocabulary related with items found in the different parts of a house is also incorporated.

Everyday English

Numbers from 1,000 to 1,000,000 related with prizes, house areas, stadiums capacities and quantities of family remittances are part of the language the students practiced within this unit.
Lesson 1

WHERE DO YOU BUY YOUR FOOD?

Methodology

Motivation

The lesson topic may be seen as an interesting topic as it relates with activities people frequently do. You may introduce the topic with questions such as:

- Where do you or your parents usually buy their food, at the market or at the supermarket?
- Why do some people prefer to buy their food at the market? At the supermarket?
- Are food items cheaper at the market than at the supermarket?
- Do you prefer to eat fresh food or canned food? Why?
- What’s more important when you are buying food, the prize or the quality?
- Which food items do Salvadorans buy most frequently?

Methodological guidelines

Once your students get motivated, you should ask them to close their books and listen to the conversation and ask them, “Which ideas did you get from the listening activity?” Write the ideas down on the board, vocabulary or expressions they got. Then, play or read the conversation again and ask the students to listen to and read the conversation at the same time in order to understand or grasp the main idea of the conversation.

Now 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 1, and then ask them to compare their answers with the ideas they had before and with other classmates’ answers. Follow up any questions your students may have. Insist that they leave the answer key as the last resource.

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

Activities 2 and 3 in the Enrich your vocabulary section are related with food items and categories used in the supermarket. Students work with them on their own. To check it in the tutoring session, you may want to start asking them the vocabulary they already know. You may ask them:

- Which food items can you name in English? Which food categories do you know?

Something that you have to work with is pronunciation; read the vocabulary for your students, and have them repeat all of the words. You should exploit these activities to check the use of the new vocabulary. Ask them to add any other food items.

Before working with the Time to read section, prompt the students to speak about supermarkets. Use questions such as the following:

- Which is your favorite supermarket? Why do you prefer it? What characteristics do you look for in a supermarket? Which products do you buy at the supermarket? How often do you buy at the supermarket? Are there any hypermarkets in San Salvador?
You may decide to use the previewing and predicting strategies by asking the students to cover the reading and to look at the title and the picture and ask them what they think the reading is about. They may write their answers or you may write them on the board to check after they have read to see their predictions were correct. 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 get the idea. Don’t forget to motivate them to keep their own vocabulary list as they have done in previous English courses.

After they have read the passage, ask them to work with Activity 5.

Activities 4 and 6 can be used to work in small groups. Ask them to form groups of 3 students. Ask and answer the questions, then report their answers to the rest of the class. Follow up grammar, use of vocabulary, pronunciation and intonation.

Optional activity: Before going on to the next activity, you can read the article “What is a supermarket?” and have the students listen to and repeat each line out loud to practice pronunciation and intonation.

For the Conversation and more section, you can use the following activity. A very interesting way to present dialogs is to make copies of the dialog for group work. The number of copies will depend on the number of groups you have in your class. Cut the dialogs into the different parts. Give each group a dialog cut into parts and ask them to form it. Then, you may ask them to listen to it as you read it or play the audio and check if they have placed the parts in the correct order. Once they have finished, ask them to read it and answer the questions in Activity 7 and work with Activity 8. You may use the same procedure for Conversation 2.

Optional activity: You may ask them to change the food items in Conversation 1 and ask them to act it out for the rest of the class.

For the Enrich your vocabulary section, use charts with illustrations of food quantifiers and food items. Place the quantifiers’ illustrations on one side of the board or the walls and the food items on the other side; ask the students to match the foods to each quantifier. Then for practice, you can ask them to read the expressions.

One spoon of sugar, salt or flour
One cup of coffee, chocolate or oil
One pound of rice, flour or powder milk
Two cans of asparagus, soup or juice
Three quarts of milk, juice or cream

You can also ask them to make sentences as if they are at the supermarket, for example: May I have two loaves of bread, please?
I need two quarts of milk and three cans of diet soda. Can I have two boxes of cereal, please?
After this introduction, ask your students to match each of the pictures in the Enrich your vocabulary section with the phrases in Activity 9. Ask them to work with Activities 10 and 11 and to check their answers with their classmates. Check the answers for Activity 11 and help them correct the mistakes. Additionally, you can ask them to read the answers to the rest of the class. You may want to write some of them on the board.

You may use Activity 14 to follow up the topic.

For presenting the Language and use section, you can write some sentences classified by the verb tense. Then underline the main verb. Ask them which tense it is and which is the auxiliary verb used for questions and negatives. Tell them that the same auxiliary is used with “so” and “too” and write a couple of examples on the board. Finally, ask them to add “so” and “too” to the examples. Look at the examples below:

<table>
<thead>
<tr>
<th>The students are very active today.</th>
<th>So are the teachers.</th>
<th>The teachers are, too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal is very busy.</td>
<td>So are his secretaries.</td>
<td>His secretaries are, too.</td>
</tr>
<tr>
<td>I’m staying home today.</td>
<td>So is my friend.</td>
<td>My friend is, too.</td>
</tr>
<tr>
<td>The recital was fantastic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We were very sad.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel bad.</th>
<th>So do I.</th>
<th>I do, too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen needs some oil for cooking.</td>
<td>So does Estela.</td>
<td>Estela does, too.</td>
</tr>
<tr>
<td>Ramón has the flu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose loves candy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marlon wants more soda.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ester felt very happy at the party.</th>
<th>So did Roxana.</th>
<th>Roxana did, too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidney went to the theater last night.</td>
<td>So did Carlos.</td>
<td>Carlos did, too.</td>
</tr>
<tr>
<td>Roland help Norma finished her work.</td>
<td>So did Nelson.</td>
<td>Nelson did, too.</td>
</tr>
<tr>
<td>The refreshments tasted very sour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We wrote the letters to the President.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After each group of sentences, ask one student to express a sentence, such as: I’m happy today. Then ask another student to express agreement with the first one. Do this with the three groups of sentences.

After having practiced, ask them to work in pairs with Activities 12 and 13. You may assign Activity 16.

Let them work on their own with Activities 12 and 13.

For Activity 15, tell your students to read the questions and the possible answers before listening to the advertisements so that they get ready to listen and know what to listen for.

After answering the questions, ask them to check the answers in the answer key. 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

DO YOU WANT TO GO SHOPPING?

Methodology

Motivation
You may introduce the topic by writing the expression “Let’s go shopping!” on the board and asking the students questions, such as:
Who likes to go shopping?
What did you buy the last time you went shopping?
When you go shopping, do you like to go alone or with friends?
When you go shopping, do you buy what you need or what you like?
Which characteristics do you look for in the items you buy?

Methodological guidelines
Once your students get motivated, ask them to close their books and listen to the conversation and ask them, “Which ideas did you get from the listening activity?” Write the ideas down on the board. Then, play the audio again, ask the students to listen to and read the conversation at the same time in order to understand or grasp the main idea.
Now, ask students to read and answer the questions in Activity 1 according to the conversation they listened to. Provide students some time to answer the questions, and ask them to compare their answers with the ideas they had before with other classmates’ answers.
Follow up any questions your students may have. Insist that they leave the answer key as the last resource.
The following are optional activities:

- Ask students to listen to each line of the conversation and repeat it out loud when working on their own. Then ask them to play each of the roles in the conversation.
- They can also repeat each line of the conversation out loud several times trying to imitate the speakers’ pronunciation. In this way they will improve their pronunciation skills.
- You may also suggest that they read the questions from Activity 1 before listening to and reading the conversation, so that the first time they listen for details or specific information.
- In the tutoring session, you may divide the class into two groups: A and B. These two groups will take turns in both conversations. You can have some volunteers go to the front of the classroom to perform the conversation.
- You may ask them to change the conversation a little by changing the item, the prices or the characteristics mentioned in the conversation.
In the Enrich your vocabulary section, before working with the new technology vocabulary introduced here, ask your students to write down technology words they already know; then ask them to read the new words they have written and to make sentences with them.

Now ask your students to look at each picture carefully and repeat each word out loud after the speaker as many times as possible. Also, tell them to try to learn these new words, which have been used throughout the unit.

After your students have developed good management this vocabulary, have them do Activity 2.

Put your students in pairs to compare, help each other and discuss their answers. Once they have answered the exercise, they should practice reading the sentences. You are there to make sure that they have good control of their pronunciation and intonation.

For Activity 3, you can suggest that your students do it in two steps:

1. Tell them to listen to each conversation and try to get the general idea of the conversation, and then
2. suggest that your students read the questions and the possible answers before listening to each conversation for the second time so that they listen for specific information.

Tell them to do Activity 3. Have students check the answers, and if they have some wrong, tell them to listen to the conversations or to go over the text to check for comprehension.

Optional activity: Students should listen to the conversations carefully without reading. This is done to practice their listening comprehension skills.

Before having students do Activity four, try to bring up their previous knowledge about cellular phones. You should ask them questions, such as:

Do you have a cell phone? What do you use your cell phone for apart from communication?

Which adjective best describes the use of cell phones, useful, fun, or important? Why?

Before having a cell phone, how did you communicate with people?

Ask them to read “Media fun comes to cell phones” and do Activities 4 and 5.

Before asking your students to read “Do you know how to budget?” in the Time to read section, promote a previous conversation with the following questions.

What’s a budget? What’s budgeting necessary for? Do you ever budget? Who has to budget? Which terms are associated with budgeting?

You should remember that the unit project is called “My annual budget” so this topic becomes very important as the students will have to apply their budgeting knowledge to their project.

Ask your students to go over each step if they’re in the tutoring session, they should work in small groups to read and understand each of the steps from the reading. Go around the class and help them when needed.

After reading and discussing in small groups, ask one student from each group to paraphrase or explain, not to read, each of the steps.
Ask them to look and analyze the model budget. You should ask them to work in
groups of three and discuss the expenses they or their family have.
Then, ask them to work with Activities 6 and 8 in small groups following the guidelines
of the Cooperative Learning Approach.
Activity 8 is great to make them talk and use the new vocabulary in context. Promote
their participation in a discussion either with the whole class or in small groups.

In the Conversation and more section, have students listen to the conversations
carefully to understand and get familiar with the topics.
After listening to or reading the conversation a couple of times, have your students
answer Activity 9.
Once they have done this, tell them to listen to the conversation again, and play the
audio so that students can repeat every line of the conversation out loud to practice
pronunciation and intonation.
Optional activity: You can have your students compare and discuss their answers in
Activity 9. If they are in the tutoring session, ask them to practice the conversation in
pairs taking turns. After that, you can ask them to vary the conversation by changing
the item names and characteristics. You may ask them to act it out in front of the class
if there is time.

To present the Language in use section, you can write some sentences classified by
the verb tense as you did to present the use of “so” and “too”. Then underline the main
verb. Ask them which tense it is and which is the auxiliary verb used for questions and
negatives. Tell them that the same auxiliary is used with “either” and “neither” and write
a couple of examples on the board. Finally, ask them to add “either” and “neither” to the
examples. Look at the examples below.

<table>
<thead>
<tr>
<th>Original Sentence</th>
<th>Modified Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>This ice cream isn’t good.</td>
<td>The apple pie isn’t either.</td>
</tr>
<tr>
<td>Caroline isn’t home.</td>
<td>Bad isn’t either.</td>
</tr>
<tr>
<td>The boys aren’t at the gym.</td>
<td>The girls aren’t either.</td>
</tr>
<tr>
<td>This salad isn’t fresh.</td>
<td>Neat is the girls.</td>
</tr>
<tr>
<td>My cell isn’t working properly.</td>
<td></td>
</tr>
<tr>
<td>I don’t like the project topic.</td>
<td>Tom doesn’t either.</td>
</tr>
<tr>
<td>I don’t know how to use the computer.</td>
<td>Helen doesn’t either.</td>
</tr>
<tr>
<td>The dog doesn’t like to eat rice.</td>
<td>The cat doesn’t either.</td>
</tr>
<tr>
<td>The drugstore doesn’t open early.</td>
<td></td>
</tr>
<tr>
<td>Young men don’t drive carefully.</td>
<td></td>
</tr>
<tr>
<td>That man didn’t stop at the red light.</td>
<td>That woman didn’t either.</td>
</tr>
<tr>
<td>Lorena didn’t dance very well.</td>
<td>Karla didn’t either.</td>
</tr>
<tr>
<td>Luis didn’t sound happy.</td>
<td>Fred didn’t either.</td>
</tr>
<tr>
<td>I didn’t receive any mail today.</td>
<td></td>
</tr>
<tr>
<td>My parents didn’t have any savings.</td>
<td></td>
</tr>
</tbody>
</table>
After each group of sentences, ask one student to express a meaningful negative statement such as ‘I don’t feel well today.’, and then ask another one to show agreement in response to that previous negative statement. Do this with each group of sentences.

Activity 12 should be done in pairs so that they can help and correct each other.

For working with Activity 13, ask the students to read the questions for each conversation before listening to each of them. In this way they get prepared to understand better. Listen to the audio until they get the answers. If they don’t understand everything, then look at the script. Tell them not to look at the answer key automatically but to try to find the answers either when listening or when reading. Students must keep track of any new vocabulary for further use or reference.

Activity 14 introduces some new vocabulary; bring objects or illustrations where they can identify the different materials: plastic, metal, paper, wood, fabrics, thread, leather, aluminum, glass, steel, canvas. Ask students to bring objects made with some of the materials from the list to the class.

You can draw a grid with 5 to 11 columns on the board; write the name of a material on top of each column. Now ask the students to write names of objects made with that material in the corresponding column. The grid can look like the one shown below.

<table>
<thead>
<tr>
<th>Plastic</th>
<th>Metal</th>
<th>Paper</th>
<th>Wood</th>
<th>Fabric</th>
<th>Thread</th>
<th>Leather</th>
<th>Aluminum</th>
<th>Glass</th>
<th>Steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>toys</td>
<td></td>
<td></td>
<td>furniture</td>
<td></td>
<td></td>
<td>skirts</td>
<td>hats</td>
<td>forks</td>
<td>spoons</td>
</tr>
<tr>
<td>bags</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hats</td>
<td>boots</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the students have written examples of objects in each column, you may ask them to make sentences such as the following:

Toys are made of plastic. Boots are made of leather. Forks are made of steel and plastic.

Then, assign Activities 14 and 15.

Optional activity: If your students are in the tutoring session, they can work in pairs or groups to work with Activities 14 and 15.

If there’s time, go over the pronunciation of each question and answer and let students repeat after you.

Assign Activity 16 to be done at home. You should allow some time for the students to work in groups of 3 in order to check their work.

For the Outlook section, you may ask your students to look at pictures of malls and shopping centers from different parts of the world. You may use them to ask them to describe them in the tutoring session. They may want to describe any of the shopping centers in San Salvador, too.
Lesson 3

HOW BIG IS YOUR COUNTRY?

Methodology

Motivation
Introduce the topic with questions, such as:
What are large numbers used for?
Can you mention examples where large numbers are needed?
Which is the largest number you can say?
Do you know the area of El Salvador or any other country?
Do you know the height of the volcanoes in El Salvador?

Methodological guidelines Since the topic of the conversation is about reading graphs, it’s a good idea to bring some simple graphs to the tutoring session: pie graphs, line graphs, bar graphs, area graphs, XY graphs. You may pose questions such as the following:
What are graphs and charts used for?
Where can you find graphs?
What’s the difference between a pie chart and a bar graph?
How do you interpret the statistics in this graph?

In case you need more information about graphs, you can visit the following sites:
http://nces.ed.gov/nceskids/createAgraph/
http://en.wikipedia.org/wiki/Pie_chart

After the discussion, you may ask the students to examine the graph on page 122, and then to read and listen to the conversation once or twice. After that, ask them to repeat after each speaker. It’s a good exercise to ask them to stand up and practice the conversation with two or three different classmates and play the different roles. You may walk around the class helping them with the conversation.

Students should try to read, then to look at the classmate’s face and say his or her part so that it looks like a real conversation.

Another way to present the conversation is to ask them to listen to it without reading it the first time. Then, ask them what they have understood. They may write the ideas down in their notebooks or on the board. You may repeat this the second time and ask them to add new ideas. Finally, ask them to read and listen to the conversation at the same time and then to compare the previous ideas with the ideas they have now about the conversation.
If your students are in the classroom, you can have them work in pairs to practice the conversation.

Use the dialog to make the students practice their pronunciation skills. Play the audio several times and ask students to repeat each line carefully.

Tell them they can read the conversation again and to work with Activity 1.

In the Enrich your vocabulary section, before presenting large quantities, help them review smaller numbers. Write quantities with hundreds and ask them to read them: 237, 525, 644, 899, 999 and so on. You may ask them for prices, too: How much is a car? How much is a computer? How much does a motorcycle cost?

After this, introduce the numbers by writing quantities from 1,000 to 1,000,000 on the board. Explain to them that they will be using the numbers they know already from 1 to 100 and they will only add the word thousand: one thousand, two thousand, twenty-two thousand, etc. Do the same with the million: one million, ten million, eighty-eight million, etc. Then, write more complex numbers such as the following and invite the students to try to read them:

10, 725: Ten thousand, seven hundred and twenty-five.
5, 233, 788: Five million, two hundred and thirty-three thousand, seven hundred and eighty-eight.

You may ask them to write large numbers in their notebooks or on the board and to write the quantities in words. Use the chart in the Enrich your vocabulary section to make them read the numbers. Pay attention to their pronunciation. Assign Activity 2.

Use the information from the chart “El Salvador: Population and density/km² of departments with most population, 2007” to help the students practice with the numbers with real information. Ask the students to do these exercises orally in the tutoring session. They may ask one another the following questions:

What’s the population of…? What’s the area in Km² of…? How many inhabitants per Km²are there in…? You can assign Activity 3.

If they work on their own with this activity, they should write the questions and answers in their notebooks. Then help them in the tutoring session with any doubts they may have.

Before inviting the students to work with the Time to read section, promote a pre-reading activity by posing the following questions:

Do you know what the word “remittance” means? Who sends remittances to people in El Salvador? Where do most of the Salvadorans who send family remittances live? Are remittances important for El Salvador’s economy?
After the conversation, ask the students to work in pairs and to try to match the words with their meanings in Activity 4. Then tell them to read the passage as many times as needed to grasp the main idea of the paragraph before working on Activity 5.

Remind them that while reading to get the main ideas from a reading they shouldn’t stop to look up the meanings of new words but to read for overall comprehension. Also, tell them not to look at the answer key automatically; buy to try to do their best to do the activities assigned.

Optional activity: Have your students work in pairs or in small groups to help one another.

Post Reading Stage or Phase: As you know, post reading activities have an important role in the learning process as students are asked to think about the reading, to reflect about it, to react to the ideas presented in the reading, to make connections between what they knew before reading with what they know after having read and interpreted written information. This process helps the students to learn meaningfully. You may ask them to relate the information from the reading with real situations. Examples such as the following may result:

“I know a family who receives remittances every month. It’s a family with 4 members; none of them works even though they’re 22 and 26 years old…”

After that, have the students work in groups of three with Activity 5 and promote collaborative learning.

The graph in the Time to read section can help you start a very interesting conversation with the students. Use the questions in Activities 6 and 8. Students can work on their own with Activity 7. Remember that whenever you assign an activity, you have to include time to check it in the next tutoring session. In this way, you will follow up on your students’ progress.

In the Language in use section, you should introduce the topic using what you have in the classroom. Ask three of your students with different heights to come to the front of the class, and say:

Tony is tall. Carlos is taller. Rodrigo is the tallest of the three.

Now call on three students with different ages, and say.

Maria is 18 years old. She’s young.

Helen is 17 years old. She’s younger.

Carmen is 16 years old. She’s the youngest of the three.

Find three books and ask them to use the adjective “thick” to describe them.

Use pieces of furniture and ask them to use the adjective “heavy” to describe them.
Ask the students for the movies they have seen lately. Ask them to use the adjective “interesting” to compare them. Make sure they can use the comparative and the superlative forms of the adjectives. They may add some other examples. Students will take this as a meaningful and practical task.

Let them work with Activities 9 and 10 and share their answers. Allow peer correction.

In the Time to read section, have your students study the information about stadiums in the chart, and then work with Activities 11 and 12. Do this in small groups.

Assign Activity 13 to be done at home.

Activities 14, 15 and 16 are for practicing numbers and the degrees of adjectives. They can do the exercises on their own, but if they are in the tutoring session, they can work in pairs or small groups. Go around the class and monitor their work.

Ask a few of your students read the questions and the answers. Remember to promote peer correction. You should be the last resource to correct them. At the end of these activities, ask your students if they need any help.

Optional activity: Assign your students to do Activities 15 and 16 as homework to be presented in the next tutoring session.

Optional activity: You may use activities related with distances from El Salvador to other countries, volcano heights, numbers of sold copies of famous songs.

Remind your students that they are responsible for their own learning, so they have study regularly and develop study habits to support their own leaning process.
WHAT'S THE AVERAGE PRICE OF A HOUSE IN THIS CITY?

Methodology

Motivation
You may initiate a conversation related with the lesson topic with the students using the following questions:

Where would you like to own property, in the countryside or in the city? Why?
Are houses in urban areas similar or different from houses in rural areas? What about the prices?
Do you know how people can buy property in El Salvador?
Do houses in San Salvador cost the same? Why are property prices different?

Methodological guidelines
As the topic of the Conversation and more section is related to buying a house, you should ask the students to bring information about housing in El Salvador. For example, they can bring the classified ads. Use these ads to promote conversation with questions, such as:

Describe the house you chose, and explain why you chose it. Who has chosen an apartment? Why did you choose an apartment and not a house? Which area is the house located in? How many rooms does the house / apartment have?

After having talked about the houses they chose, you may ask the students to read and listen to the conversation once or twice. After that, ask them to repeat after each speaker to get familiar with the vocabulary and language about house prices and areas used in the conversation.

Tell them they can read the conversation again to work with Activity 1. They can compare their answers. If their answers differ, they should read the conversation again until they get it.

You may decide to ask them not to move and work with the student next to them, or you can ask them to stand up and practice the conversation with two or three different classmates and play the different roles. Walk around the class to monitor their work.

Students should try to read, and then to look at the classmate’s face and say his or her part so that it looks like a real conversation. This helps them to try to memorize or at least to remember what they just read.

Another way to present the conversation is to ask the students to listen to it without reading it the first time. Then, ask them what they understood. They may write the ideas down in their notebooks or on the board. You may repeat this for the second time and ask them to add the new ideas they got. Finally, ask them to read and to listen to the conversation at the same time, and ask them to compare the previous ideas with the
ideas they have now about the conversation. This way is more challenging as it makes
them concentrate their efforts on their listening skills.

Ask the students to read and analyze the information given on the chart in the Time to
read section. Ask them to find out the relationship among the categories: location, area
and prize which is presented in the real estate chart for sale in El Salvador.

They may come with ideas such as: The property in Santa Teresa/Santa Tecla is the
most expensive because it’s located in an urban area and it has the largest area.

Follow up these statements with questions, such as: What’s the area? What’s the price?

Now, ask them to make groups of 3 and work with Activity 3.

After that, you should assign Activity 2. Ask them to read the vocabulary they will use
to fill in the blanks. Make sure they can pronounce the words correctly.

You can ask them to fill in the blanks just by reading and using the information from the
chart. After they have finished, you should play the audio and ask them to listen to it.

Another way is that the first time they should only listen to the conversation. The
second time they should try to fill in the blanks. They should listen to the conversation
for the third time if they couldn’t use all of the words. After they have finished, they
should work with Activity 3. Then they may practice the dialog with a classmate sitting
next to them.

For the Time to read section, as a pre-reading activity, you should provoke conversation
with questions, such as:

Who can define the word “house”? How many types of houses do you know? Are all
houses made with the same materials? Where do you feel more comfortable, in your
house or in somebody else’s house?

You should ask your students to look at the pictures and to describe what they see.

Assign the reading. Persuade them to read to understand the general ideas. They
shouldn’t stop every time they find a word or expression they don’t know.

One way to understand a new word or expression is to try to find the meaning based on
the context. For example in the following sentence the words “dwelling” and “abode”
will be new for your students, but they can infer the meanings from the context.

Explain that all of the words mean house.

“In some contexts, ‘house’ may mean the same as dwelling, residence, home, abode,
accommodation, lodge, among other meanings.”

Assign Activities 4 and 5.
Activity 5 is a post reading activity, and you can get better results if you use the questions to provoke a discussion among students after they have answered them.

In the next Time to read section, students have the opportunity to read about franchising, and you may see that large numbers have great application in this topic.

As a pre reading activity, to try to bring out the knowledge students may have about the topic. You may have asked the students to find out information about the topic on the Internet. The following is a site they may visit:

http://en.wikipedia.org/wiki/Franchising

You may use the following questions:

Which franchise-based food service establishments are there in El Salvador? Who can get a franchise? What's necessary to get a franchise?

Students should work on Activity 6 before getting into the first reading. You may follow up this activity by asking them:

What's a trademark? Can you give some examples? Who's the franchisor? Who's the franchisee?

The reading in the second Time to read section gives the students the opportunity to put the language into practice and to wrap up their learning process.

They should read each offer and answer the questions on their own. They should have the opportunity to share their work with their classmates. Allow them time to discuss their answers in small groups. At the end, you should ask a few students to present their answers to the rest of the class.

As a post-reading activity, you may ask the students:

Now that you know about franchising, what do you think about it as an investing prospect? Would you like to become a franchisee?

In the Language in use section, the topic of comparative and superlative degrees of irregular adjectives is presented. As they are irregular, students will have to memorize
them and have a lot of practice with them until they can use them correctly. You may ask the students to prepare a graphic organizer for each adjective such as the following:

You may tell them: Win the lottery is good. Get a scholarship is good.

What’s better, to get a job or to get a scholarship?

What’s best, to pass the exams, to win the lottery or to get a job?

Ask them to read the examples given on the chart. Make sure they distinguish that when two things, persons, places or ideas are being compared, the comparative form is used, and if there are more than two, the superlative form is used.

Assign Activity 8.

In the next Language in use section, comparison of things, places, persons or ideas with the same characteristic is presented.

You may introduce the topic in the following way:

- Karla is pretty. Karla is as pretty as Mary.
- Mary is pretty.
- The beaches in El Salvador are beautiful. The beaches are as beautiful as the volcanoes in El Salvador.
- The volcanoes in San Salvador are beautiful.

You may use the same procedure to compare places, persons or ideas which differ in the characteristic level. Look at the following example.

- Rafael is 19 years old. Rafael isn’t as young as Robert.
- Robert is 17 years old.
- Rafael isn’t as young as Robert.

Ask your students to look at the drawings and to read the sentences below them. Make sure the students get the meaning clearly.

Now, ask them to read and analyze the examples given and assign Activities 9 and 10. Activities 11, 12 and 13 are for more practice. You should use them as wrap-up activities.

If they are in the tutoring session, ask students to work in pairs or small groups. Remember that group work has to promote cooperative learning. Pay attention to the groups. Let them form the groups. Try to have students with different levels work together so that they can benefit from the work.

Optional activity: Assign the students to read the Outlook section, as it is related with the topic they have been working with.
Third Unit

Lesson 5

ARE YOU INTO NEW TECHNOLOGY?

Methodology

Motivation
You may use the following questions to introduce the lesson topic:
Do you know what the digital area is?
Do you have access to the Internet?
Do you communicate with your friends by email?
Which online communities do you know?
Do you belong to any online community?
Is it common for Salvadorans to have access to the Internet from their homes?

Methodological guidelines
Before reading the conversation, ask the students to brainstorm the names of some technology objects they know in English. You can ask your students to write them on the board. Use this vocabulary to ask them questions, such as:
Who can use video cameras? Can you use a computer? Do you know how to use a CD player? Why is it important to be able to use computers nowadays?

Next find two ways to introduce the dialog:
Play the audio, and ask the students to listen to it. They’re not allowed to read this time. After having listened to it, ask them to write down the ideas they got from the audio. Do not comment about their ideas. The second time, they can read and listen to the conversation at the same time. Let them compare the ideas they obtained the first time they listened to it with the ideas they have now. Find the differences and decide how close their previous ideas were. With this activity students can develop their listening skills.

If they have difficulties understanding the audio resources, they should be given some strategies to help improve their listening skills. You may orient them by telling them that they’re not supposed to understand everything they listen to. They shouldn’t get upset or desperate if they have difficulty understanding audio resources. You may also tell them that translating is not recommended and that they should try to concentrate on main ideas and not on details.

You should recommend that they visit some sites where they can find exercises to help them develop their language skills in English. Look at the following site:
http://esl.about.com/od/englishlistening/a/listen_tips.htm

You may also ask the students to read and listen to the conversation at the same time from the very beginning. Make them repeat each line and role play it in the tutoring session.
After they practice it, listen to the conversation without reading. By this time, they should understand most of it, if not all. Assign Activity 1.

The reading in the Time to read section is about computers, so you should have a pre-reading activity by asking questions such as the following:

Have you worked on a computer? Which characteristics are similar between a typewriter and a computer? Which is the difference between a desk computer and a laptop? Which programs do you have to be able to use in order to work on a computer?

Read the passage about computers, and then let them work on Activity 2. Once they have finished it, assign Activity 4.

Activity 3 can be used as a post-reading activity in which students will have to answer based on their experiences. This will allow them to internalize the new vocabulary in a very meaningful way.

In the next Time to read section, the students should be given the opportunity to think about how work at libraries is done in the digital era and without modern technology.

What kind of technology do libraries have in the digital era? What kind of technology did libraries use to have before the digital era? Which opportunities do library users have in libraries with new technology?

Ask the students to read the passage “New skills for the digital era”. Insist that they read for the general idea. They should avoid stopping at every new word.

Assign the post-reading Activity 5. They should have the opportunity to check their work in groups in the tutoring session. Help them when necessary while they are working in groups.

In the Enrich your vocabulary section, have students listen to and repeat each item out loud carefully so that they can get familiar with their spelling and pronunciation.

You should ask them to make sentences of their own with this vocabulary before assigning Activities 7 and 8 in which they have to apply it.

As they used to do in the 6th and 7th grades, playing the Spelling Bee game helps them learn new vocabulary.

Optional activity: Tell the students that they should use all the listening activities as many times as possible, following the strategies they prefer and depending on what they want to practice: only listening or listening and reading. They can also use the conversations for repeating which will help them develop their pronunciation and speaking skills.

To introduce the Enrich your vocabulary section, ask the students:

Do you know what an online community or e-community is? Which are examples of online or virtual communities? Do you belong to an online community?

After the discussion, students should read the paragraph about virtual communities and work with Activity 9.
Activity 10 is used as a post reading activity, as they will be working with numbers and Internet users in El Salvador. Make sure they say the numbers correctly.

The Language in use section contains the use of the coordinating conjunctions: and, or, but. Walk students through the explanations and examples, and then work with Activities 12 and 13.

Activities 12 and 14 are for practice, and your students should work alone. Then, let them compare their work for feedback. They should be given time in the tutoring session to check these activities in small groups.

You may assign the reading from the Outlook section as an optional activity, and then you can ask them in the tutoring session to speak about what they learned from the reading.

**Procedures and methodology of Hands on!**

In this unit your students are going to work on the project called “My annual budget”. They will have to present it either hand written or printed. You should remind them that they worked on their monthly budget in the 7th grade book. The difference now is that it’ll be an annual budget.

The following example gives you ideas of what to expect from your students and you can use it to help them, too. Remember that practicing with numbers is one of the objectives of the unit, so you should use the information from the students’ annual budgets to make them read the annual budget amounts.

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly Budget Amount</th>
<th>Annual Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages/Income</td>
<td>$900.00</td>
<td>$10,800.00</td>
</tr>
<tr>
<td>Interest Income</td>
<td>$36.00</td>
<td>$432.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td><strong>ANNUAL INCOME</strong></td>
<td>$1,036.00</td>
<td>$12,432.00</td>
</tr>
<tr>
<td><strong>EXPENSES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent/Mortgage</td>
<td>$200.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Water/Sewer</td>
<td>$5.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Electricity</td>
<td>$25.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Cable/Internet</td>
<td>$25.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>$15.00</td>
<td>$180.00</td>
</tr>
<tr>
<td>Debt payments (credit cards, etc.)</td>
<td>$75.00</td>
<td>$900.00</td>
</tr>
<tr>
<td>Groceries/Food</td>
<td>$200.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Clothing</td>
<td>$85.00</td>
<td>$1,020.00</td>
</tr>
<tr>
<td>School/ Childcare</td>
<td>$125.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Health care (medical/dental/vision)</td>
<td>$100.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Savings</td>
<td>$50.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Entertainment and recreation</td>
<td>$50.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Miscellaneous/Other</td>
<td>$50.00</td>
<td>$600.00</td>
</tr>
<tr>
<td><strong>ANNUAL EXPENSES</strong></td>
<td>$1,005.00</td>
<td>$12,060.00</td>
</tr>
</tbody>
</table>
The monthly budget amount column has the information for each month, and the annual budget amount column contains the quantity for each month multiplied by 12. Students should understand that a budget is a money plan. It helps people know how much money they earn and how and where they spend it. If they budget, they’ll know exactly where their money goes.

They understand that whether people have a lot of money or just a little, a budget can help them in many ways: If they have a budget and stick to it, they will be less likely to waste their money during unplanned daily spending. A budget can help people reach financial stability because it controls how much they spend and how much they save. Budgets can help people eradicate many money surprises because planned in advance and know what to expect each month. People should start budgeting when they’re young to get themselves into the habit.

Follow up the tasks the students have to do in each Hands on! section. As a tutor, be ready to explain, respond and clarify any doubts your students may have about the project.

With Hands on! 3A you should tell the students to think about their families’ monthly net income and their monthly expenses. Suggest that they get the information from their parents and that they should set up the budget with the income and expenses from all the members that work in their families.

You may want to surf the internet to look at examples of budgets. This is a site you and your students may want to visit to learn more about budgeting:

http://www.moneyinstructor.com/art/budgetsample.asp

In the Hands on! 3B section, students are given examples of costs and expenses. They may use this list to set up their own families’ list of costs and expenses for their budgets. You can also use the example given above.

The emphasis on the Hands on! 3C section is to make them understand that each family’s budget is different. They should be aware of the result obtained from subtracting the total costs and expenses from the total net income. If the number is positive, they should be happy because they have their finances under control and if it’s a negative number, they have to see where they have to start reducing expenses if they don’t want to have serious money problems.

The Hands on! 3D section explains how to start a budget. A budget usually begins with the bank account balance in January of the budgeted year as well as the sum of unpaid items from the previous year.

The Hands on! 3E section explains to finish the annual budget by adding eleven columns for the rest of the months of the year and to complete it with their predicted income and expenses for each month.

Once they have presented their projects, they should have the opportunity to explain it to the rest of the class and give students time to compare how different or similar their budgets are and the reasons for those differences or similarities.
Unit 4

Entertainment time

Unit concepts
This unit includes oral and written language related to entertainment activities such as different kinds of movies, popular sports, music genres, literature genres, famous writers, and popular tabletop games, as well as some traditional games. Among the functions included in this unit are: Describing personal leisure time activities and asking for other people’s leisure time activities, applying pre-reading, while reading and post reading strategies and expressing preferences on leisure time activities. Among the reading strategies included in this unit are: previewing and predicting, scanning, skimming and making inferences.

Students have the opportunity to speak, listen to, read and write in English about each of the topics and practice with real information and through a variety of activities such as dialogs, fill-in the blank exercises, reading comprehension exercises, listening and writing tasks or activities. Students are expected to develop strategies to write the unit project called “Writing a movie review” with the required information.

Unit four aims to help the students develop speaking, reading, listening and writing skills about topics within the entertainment area. The contexts of all the activities allow the students to practice with the English language in meaningful situations.

Grammar
The unit presents the use of the present perfect tense in the affirmative/ negative and interrogative forms with yes/no questions for regular and irregular verbs. Time expressions (such as already, for, since, just, and ever) are also presented with the present perfect forms. The use of frequency adverbs are also presented in this unit.

The auxiliary verbs “may” and “might” are presented in this unit to express possibility or uncertainty in the present and future tenses and for asking for permission. The auxiliaries “can” and “could” to express ability, permission and possibility in the affirmative, interrogative and negative forms are part of the grammar included in this unit.

Vocabulary
The unit contains vocabulary related with leisure time activities such as movie genres, the movie film industry, sports, sports equipment, musical instruments, theater, and descriptions of literary books, literary genres and popular board games. The vocabulary included in the unit is limited, so you are invited to add more vocabulary related with the unit topics.

Everyday English
Entertaining activities such as watching movies as well as actors and actresses, about books we have read, music and singers we like to listen to, about sports we like to play or watch, about tabletop and traditional games are all introduced in this unit. All of these topics are presented and discussed in the Methodology section of each lesson.
Lesson 1

WHAT KIND OF MOVIES DO YOU PREFER?

Methodology

Motivation
You should motivate the students by asking them questions, such as:
What are sci-fi movies about?
Do you like sci-fi movies?
Which sci-fi movies have you seen?
Have you seen "Star Wars"?
If so, how did you like it?

Methodological guidelines
After the students discuss sci-fi films, you should ask them to close their books and listen to the conversation. Once the audio has stopped, ask them to write down ideas about the conversation in their notebooks or on the board. Then, play or read the conversation a second time and ask the students to read and listen to the conversation at the same time. This time they should listen for the main idea of the conversation. You can always ask them to compare what they had understood when they were not reading with what they understand when they read and listen at the same time. This information can help you, as the teacher and them as the students, to monitor the development of their listening skills.

Ask students answer the questions in Activity 1 according to the conversation. Provide students some time to answer the questions, and then ask them to compare their answers with other classmates’ answers. Follow up any questions your students may have.

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

The Enrich your vocabulary section presents movie genres and their definitions along with some examples. You may ask the students to read each genre with the corresponding definition and examples. After each genre, you can motivate students to speak about the movies in the examples. They can say they whether they have seen the movie or not, what the movie is about, if they liked it or not, etc.

After they have worked with the movie genres, ask them to work with Activity 2. They will probably have to use the Internet. The following link is an excellent site to visit:
http://www.filmsite.org/genres.html

Students can work on Activities 3 and 4 on their own following the instructions in the book.

In the Time to read section, predicting and previewing are presented. As you may know, students develop strategies to be able to read better in foreign language, so it’s mandatory to devote some time to these topics.
What’s previewing and predicting?

Good readers have to know how to apply these two strategies when getting ready to read. Before reading any book, the reader should get some previous information about it. How can this be done? The reader examines the book cover, reads the information found there and with this he or she can make “informed or educated guesses” in other words he or she can predict what the book is about. If it’s printed material, the reader should see the title or pictures that form part of the text.

The use of these two strategies can make a big difference as the reader gets ideas about what he or she is about to read in other words the reader has started to process information before reading. Try to help your students to apply this technique whenever they read.

The book “More Reading Power” by Mikulecky, Beatrice S. and Linda Jeffries has a great variety of exercises to apply all the reading strategies. The following web sites have interesting information about this topic:
http://www.nclrc.org/essentials/reading/stratread.htm

Tell them to stand up and ask these questions to one or two classmates. You should go around to check for pronunciation and grammar problems.

After explaining these two reading strategies to your students and having had some practice, ask them to read the explanation given in this section and then to apply them to the reading “Famous Hollywood Movies”.

Ask the students to share with the rest of the class the results of their previewing and predicting activity. They should then work with Activity 5.

Assign Activity 6. Students should read the actors’ and actresses’ names and the information about each of them. The next activity (?) is to apply what they have learned and what they know about these actors and actresses.

As an optional activity, you can read the names and descriptions for the students or you can ask some of them to read the information out loud. Take note of pronunciation problems, but don’t interrupt them while they are trying to read. After they have finished, you should reinforce the parts you have pointed out.

In the Conversation and more section, there are two conversations about activities people do in their leisure time.

You can either use them to promote the students’ listening skills or their reading comprehension skills. You do the first by asking them to listen to the conversations, and ask them to write down the ideas, vocabulary or expressions than they understood this time. Ask them to read and listen to the conversations for the second time, and then compare their original ideas with the ideas they got after the second time. This helps not only the students but also the teachers. They can discover if the students are having any progress in this skill.
If you have a preference to promote reading comprehension skills, then you should ask the students to read and listen at the same time. You should make them repeat each line, too, if you want to help them with their pronunciation.

Finally, have them role play the conversations. They can do it either with the classmate sitting next to them or you can ask them to stand up and role play the conversations with three different classmates. Remind them to look at the other speaker while they are speaking.

Ask them to fill in the blanks in each conversation with the words provided in Activity 8, and assign Activity 9.

The Language in use section presents the present perfect tense in affirmative and negative statements.

Understanding the time line of this verb form is very important. The actions always happen in relation to the point “now”. The speaker looks back into the past from the point “now”. The time expression “up to now” really describes that relationship. Look at the following time line.

Explain that this form differs from the simple past tense as the last one is independent from the point now. The simple past is completely disconnected from the point now. A second ago is completely in the past. If you say I have seen him twice in the last second, this implies the point now.

Other examples:
I have seen three movies this week. (The week hasn’t finished yet.)
I saw three movies last week. (The week has finished.)
I have lived here for 5 years. (I still live here.)
I lived there for 5 years. (I don’t live there anymore.)

Emphasize that they have to memorize the past participle of the verbs. To help them, you can ask them to write the three forms of the verbs from the list in their books on small pieces of paper. Then ask them to form small groups and put the three forms of the verbs together and to read them. They should have a lot of practice with the verbs.

The point “now”

Examples:
I have studied English for three years up to now.
I haven’t seen my sister for 10 years.
The dog has slept for two hours.
I have waited for you for 45 minutes.
Explain the structure of the present perfect form:

Affirmative and negative forms

<table>
<thead>
<tr>
<th>Subject</th>
<th>Have / has</th>
<th>Past participle</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The doctors</td>
<td>have</td>
<td>been</td>
<td>in the operating room for about 4 hours.</td>
</tr>
<tr>
<td>The sky</td>
<td>has</td>
<td>been</td>
<td>dark all day long.</td>
</tr>
<tr>
<td>We</td>
<td>haven’t</td>
<td>finished</td>
<td>writing the movie review.</td>
</tr>
<tr>
<td>The Internet</td>
<td>hasn’t</td>
<td>functioned</td>
<td>the whole morning.</td>
</tr>
</tbody>
</table>

Ask them to read and analyze the explanation and the examples given in this section. Then assign Activities 10 to 12 so that they can practice with the verb form.

Optional activity: Simple past or present perfect?
1. I wore these boots to work yesterday. (wear)
2. The children drank all the orange juice! We’ll need to get some more. (drink)
3. I bought some new shorts, but I don’t like them. I’ll take them back to the store. (buy)
4. We have had this TV set since 1968, and it still works! (have)
5. He cried when his girlfriend left him, but he’s Ok now. (cry)
6. The teams have played football all the morning. (play)
7. They have cleaned the car again. It looks new. (clean)
8. She bought her house in 2003. (buy)
9. We have had that house since 2006. (have)

Optional Activity: Word find, find the past participle of the following verbs: do, eat, run, become, go, make, begin, draw, come, drink.

e a t e n a b c d
e f g n k o p s
g h d i e j k l m
o n i o d r a w n
n p d q a r s t u
e y w e m o c e b
x y z a b c o d e
s p e n t e m f g
G h i j k l e m u
d r u n k n o p n
q u r s t u v w x
y n z a b d l o t
Lesson 2  

DO YOU PRACTICE ANY SPORTS? 

Methodology 

Motivation 
Motivate the students by asking questions, such as: 
In which activities do you participate in on the weekends? 
Do you consider it important to participate in recreational activities? 
What’s your opinion about young people getting involved in recreational activities? 
Which recreational activities can you participate in in your neighborhoods? 

Methodological guidelines 
Before having the students work with the Conversation and more section, ask them: 
What do you know about the 2008 Summer Olympics in Beijing, China? 
Do you know if any Salvadoran athletes participated? 
After having discussed this with them, have your students practice the conversation, 
and tell them to listen to and read the conversations out loud carefully. After that, 
ask them to say the conversations in pairs. If they're working on their own, they can repeat one of the roles at a time, imitating the speaker's pronunciation. You can use this activity to check the students' reading comprehension. Then assign Activity 1. 
Before working with the vocabulary presented in the Enrich your vocabulary section, 
ask them to write the names of the sports they know. In this way you can activate their previous knowledge about sports. You can also ask them which sports they practice. 
Then, ask them to read the vocabulary they already mentioned, and read the rest of the words for them. Make them repeat the new words and ask them to use them in sentences. They can work with Activity 2 in small groups. 

In the Time to read section, scanning is introduced. As you did with the previewing and predicting strategies, explain it and make the students practice it. 
What’s scanning? 
Scanning is a high-speed reading strategy. You scan a reading with a question in mind. When you're scanning you are trying to find some specific information. You don't read the whole text. 
A good example of scanning is when you're looking for a telephone number in the phone book. As you may have experienced you don't read all the information on the phone book. 
When you're looking for a house to rent in the newspaper ads, you scan that section; you read only the information of the houses that offer the characteristics you would like to rent. 
Read the definition given in the section, and make sure they understand it. Then assign the reading.
Assign Activities 3 and 4. Students should work in pairs or groups. Then follow up their work. Use the dialog in the Conversation and more section to have the students listen for specific words. Before they listen to it, tell them the dialog is about sports and invite them to read the words in Activity 6. Play the audio and let them try to fill in the blanks. Ask them to share their work with the classmate next to him or her. If it’s necessary, let them listen to it a second time so that they can complete the task.

Activities 5 and 7 should be done individually. Then they should discuss their answers in small groups in the tutoring sessions.

The Enrich your vocabulary section contains vocabulary related with the equipment used in different sports. Before getting into this section, ask the students to write down the sports and the equipment that athletes use to practice. They have the opportunity to read the names of the equipment they already know. In this way you are using the pre knowledge that students may have.

Read the new vocabulary for them, and make them repeat the words and use them in sentences.

Assign Activities 8, 9 and 10 to work individually. Again, in the tutoring session, they should have the time to share and check their answers in small groups. The students and you benefit from cooperative work.

In the Language in use section, the present perfect interrogative form is introduced with Yes/No questions. You may want to refer to the information in lesson 1 of this unit and take it as reference to continue with the interrogative form of the present perfect.

Syntax of the Interrogative form and examples:

<table>
<thead>
<tr>
<th>Have / has</th>
<th>Subject</th>
<th>Past participle</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has</td>
<td>the teacher</td>
<td>arrived</td>
<td>to the school?</td>
</tr>
<tr>
<td>Haven’t</td>
<td>you</td>
<td>studied</td>
<td>for the exam?</td>
</tr>
<tr>
<td>Have</td>
<td>the students</td>
<td>worked</td>
<td>with Activity 5?</td>
</tr>
</tbody>
</table>

Make the students go through the information about the interrogative form of the present perfect. Have your students read the time expressions used with this form. You should present some other examples and have some practice with them. After this, assign Activities 11, 12, 13 and 14.

Optional activity

Use the time expressions given in the following sentences. (for, since, already, just, never, ever, yet)

1. Carlos and Helen have been talking (for) about 2 hours.
2. Have you seen Mirna? Yes, I (just) saw her in the classroom.
3. They have (never) wanted to help me. They say I have to do it by myself.
4. Have you (ever) been to Mexico? No, I have (never) been there.
5. Would you like a cup of coffee? No thank you. I’ve (already) had some.
6. I have studied in this school (since) 2003.
7. Haven’t they arrived to San Salvador (yet)?
Lesson 3

Fourth Unit

DO YOU LOVE ROMANTIC MUSIC?

Methodology

Motivation
You should ask the students questions, such as:
What kind of music do you prefer to listen to?
Have you ever been part of a musical group?
How do you like classical music?
Do you know the names of the music genres?
Which musical instruments do you know?

Methodological guidelines
In the Conversation and more section, you may prepare the students for the listening activity by telling them in a very general way what the conversation is about, for example: this conversation takes place at a theater. Students should listen to the conversation with their books closed for the first time and write down what they have understood. They should listen to the conversation again with their books open and then compare the ideas they got after listening to the conversation for the first time with the ideas they have now.

Now, ask them to answer the questions in Activity 1.

You can have them work in pairs to practice the conversations. Focus on the pronunciation and intonation.

To introduce the vocabulary in the Enrich your vocabulary section, you may write the scrambled words on the board, and ask the students to unscramble them. This should be an activity for the whole class to participate in. They can write the unscrambled words on the board.

Once they have the words unscrambled, ask them to read them, and make the necessary corrections with pronunciation. You may also use the vocabulary to ask them which instruments they know and how they sound.

Students should read the information in Activity 2. Make sure they understand it. Then ask them to classify the instruments in the vocabulary into the different categories. Assign Activities 3 and 4, and tell the students to follow the instructions given.

Activity 5 is to work the listening skill, so the students should listen to the conversation until they complete the answers. As an optional activity they could read the conversation and role play it in the tutoring session.

In the Time to read section, skimming is presented. You should start asking them to remember the other reading strategies they know by now.
What’s skimming?
Skimming is high-speed reading. This strategy will save you a lot of time when reading long texts. For example, you have to read a long document, but you don’t have time to read it completely, so what can you do?

When skimming, you read the parts in which the writer gives his ideas and opinions. Take the document, read the first sentences or paragraph carefully. The first paragraph most of the time contains general information about the text. If the text is too long, read the second paragraph as it may contain part of the main ideas of the whole text, too. Read the topic sentence of each paragraph and always read the last one carefully as this usually contains the summary of the text main ideas.

Ask the students to read the skimming definition given in the book, and make sure they understand it. Tell them to follow the instructions.

Assign Activities 6 and 7. Give them time to share their answers with their classmates in group work.

As the lesson is about music, use this song to have some fun in the classroom. Bring the audio, listen to the song, fill in the blanks and make them sing it.

As an optional activity, you can ask your students if they like the song and how the singer was feeling when he wrote the song.

Assign activities 9 and 10 to be done at home. In the next tutoring session you should check their work.

To introduce the Enrich your vocabulary section, ask your students the music genres they know. Ask them to write them in their notebooks, and then ask them to read them out loud.

Check if they know all the genres and if they can pronounce them. If not, read the genres for them, and make them repeat until they feel comfortable with the vocabulary.

In Activities 11 and 12, they will apply their knowledge about music, music genres and singers. They should work in small groups. If there’s time, they can share their answers to the rest of the class.

The Language in use section contains the use of frequency adverbs. You should explain that always is equivalent to 100%. For example, if you say, “I always have a glass of milk for breakfast,” it means that out of the 365 days of the year you have a glass of milk the 365 days. That is 100% of the days. Look at the following table to have an idea about the meanings of each adverb.

<table>
<thead>
<tr>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>50%</th>
<th>20%</th>
<th>10%</th>
<th>3-5%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>generally</td>
<td>frequently</td>
<td>usually</td>
<td>often</td>
<td>sometimes</td>
<td>seldom</td>
<td>rarely</td>
<td>almost never</td>
</tr>
</tbody>
</table>
Optional activity

Use the frequency adverbs given in parentheses

1. Doris listens to the radio. (often)
2. We read good book. (sometimes)
3. Astrid gets angry. (never)
4. Angel is very friendly. (usually)
5. Salvador takes sugar in his coffee. (sometimes)
6. Ramon and Frank are hungry. (often)
7. I go for a walk in the evening. (always)
8. Rafael helps his father in the kitchen. (usually)
9. The children watch TV in the afternoon. (never)
10. My friends smoke. (never)

There are other frequency adverbs and time expressions:

Every day/week/month, every other day/week, once a week/month/year
Twice a year/day, (every) once in a while

These expressions are used at the beginning and end of sentences, not before main verbs. For example:

Every once in a while I go to the movies with my kids.
I go to the movies with my kids every once in a while.

Go through the explanations given in this section, and ask the students to work on Activities 13 and 14.

Activity 15 is to help the students work on their listening skills. Before playing the audio, ask your students to read the questions and the possible answers. Play the audio as many times as necessary until they have answered all the questions. Let them compare their work. Make sure they have the correct answers.

Ask them to work in groups with Activities 16 and 17. You may use them as wrap-up activities.
Fourth Unit
Lesson 4
WHO’S YOUR FAVORITE WRITER?

Methodology

Motivation

Ask your students if they like reading and what kinds of books they like reading. Besides that, ask them if your students know names of any local or international writers. Also, ask them if they have read any book or masterpiece recently. You can ask your students if they have a favorite writer. Finally, ask them to tell you if they have read something by Mario Benedetti, Gabriel García Márquez or Manlio Argueta.

Before introducing the lesson, ask your students what kinds of texts they like reading in their free time and ask them why. Tell something about your favorite books, writers or genres and a couple of reasons why.

Methodological guidelines

Once your students have said something about their favorite texts to read, 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.

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 1 and then ask them to compare these with other classmates.

Optional activity: You can write the following questions on the board as a pre-listening activity:

1. Do you like reading?
2. What kind of reading do you like?
3. How often do you read?
4. Do you have a favorite book or reading?
5. Have you heard about José Saramago or Mario Benedetti?

You can bring some pictures of books or photos about these writers and get more information about them from the following links:

http://www.booksfactory.com/writers/saramago.htm
http://www.bookrags.com/biography/mario-benedetti-dlb/

Before introducing the Enrich your vocabulary section, have your students read and study the complete chart about adjectives carefully.

Optional activity: You can provide the following graph so that your students can complete it by writing some positive and negative adjectives they know.
After that, have students compare their list of positive and negative adjectives. Tell them to repeat each adjective out loud several times so that they can get familiar with the spelling and pronunciation.

Then, ask students to do Activity 2 individually. Tell them to read each example statement carefully so that they can write complete and correct sentences using the provided information. After some time, put students in pairs to compare and discuss their answers.

Optional activity: Ask one or two students to read each statement and have the rest tell if they correct or not.

In Activity 3, have your students read every statement carefully, and choose the phrase that best completes each statement.

Have the students read the article about the Latin American Boom in the Time to read section. Then, ask them to read it a second time to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know.

Optional activity: Before doing Activity 4, you can have them listen to this article. Have them listen to and repeat each line out loud to practice pronunciation and intonation patterns.

In Activity 4, once they have read the complete article, have your students answer the questions and compare their answers. Motivate students not to look at the answer key before finishing the activity.

In Activity 5, tell your students to work in pairs to do the matching exercise.

In Activity 6, have your students work individually first. Then have your students compare their answers with other students.

In the Enrich your vocabulary section, tell your students to study the chart about literary genres carefully.

Once your students have learned the different genres, ask them to go over Activity 7 either in pairs or individually.

In Activity 8, have your students listen to an excerpt from a literature class, and then have them work in pairs to help each other.

In Activity 9, you can have your students listen to the poem and fill in the blanks with the words provided.
You can have your students work in small groups so that they can help one another. Once your students have completed the poem correctly and have asked some of them to read some parts, you can have your students go over Activity 10.

Here you can divide your class into several groups so that they can have the chance to speak English. Tell your students to assign roles to each member of the groups following the guidelines of Cooperative Learning.

Assigning Roles in Group Work

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

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

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

For more information about this topic go to:

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 Activity 11, you can have your students read the poems and novels and their definitions carefully so that they can understand this activity better. Remind your students that it is really important to know what to do before doing this activity. Once they have finished, you can ask for volunteers to read each matching statement and have the rest of the class decide whether it is correct or not.

In the Language in use section, tell your students to read, study, and pay carefully attention to the way the auxiliaries “may” and “might” are used in English.

Give your students the following formula for making questions:

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 to make statements:
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 forms of the expressions: “may not” or “might not”. Provide your students some time to practice the correct pronunciation and intonation patterns of these forms.

Optional activity: Provide your students the proper rising intonation pattern for these kinds of questions:
May I call you tonight?

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. For example, 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 and repeat out loud each question carefully to imitate the intonation pattern.

In Activity 12, have your students rewrite the provided statements with the auxiliaries “may” and “might”.

In Activity 13, have your students write sentences using the provided phrases using may or might.

In Activity 14, ask your students to write questions according to the provided situations. You can have your students work in pairs or small groups to help one another.

In Activity 15, have your students work in small groups to compare and discuss their answers.

In Activity 16, tell your students to order the elements of each group of words to write or make sentences or questions. You can ask for volunteers to go to the board to write the statements.

In Activity 17, have your students work in small groups to ask and answer each questions orally.

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

Lesson 5

WHAT ABOUT PLAYING SOME BOARD GAMES?

Methodology

Motivation

Ask your students if they like to play board games in English. Ask them which board games they know or what their names are in English. Also, ask your students to remember which board games they used to play when they were children or younger. Finally, ask your students if they think that young people are still playing traditional board games now.

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 like to play games?
2. Do you like to play board games?
3. Which board games do you know?
4. Which ones do you play?
5. How often do you play?

What is schema?

How do we activate schema?

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 help your students activate schema before they listen, you may ask your students to answer questions such as the following.

1. What do you know about the topic?
2. What do you expect the listening selection to be about?
3. What difficulties might you encounter while listening to this conversation, excerpt, etc.?
4. What can you do to overcome these difficulties?

For more information go to:

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 free time activities.

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.

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 1. You can have your students tell which statements are true or false orally.

In the Enrich your vocabulary section, tell your students to read the information about some popular board games in English, and use the questions provided to promote conversation.

Ask your students to listen to, read and repeat each name of the given board games out loud carefully 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 the Activity 2.

Have your students work in groups help each other and discuss their answers in Activity 3. Tell them to assign each member of the group a specific role.

In Activity 4, have your students work in pairs to listen to the conversation a couple of times.

Once they have gotten the main idea of the conversation, have them go over Activity 4 to answer the questions.

In the Time to read section, you should advise your students to read the passage about tabletop games to understand and take out the main details.

Once the students have the general idea about the reading, tell them to do Activity 5. Advise them to look at the answer key just to find out if they have some wrong answers and tell them to go over the text again to double check their reading comprehension.

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

Assign your students to do Activity 5 individually. Encourage them not to look at the answer key automatically.

Now, assign your students to do Activities 6 and 7 to be done at home so that they can have more time to do the tasks, and ask them to bring it to the next class or tutoring session.

In the Conversation and more section, have students listen to the conversations carefully to understand and get familiar with the topic of each one.

After listening to or reading the conversations a couple of times, have your students do Activity 8 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 check their work. Then ask your students to repeat out loud every line of the conversation to practice pronunciation and intonation.

In Activity 9, have your students read the information about indoor and outdoor activities carefully as well as the different lists of these activities very carefully. You can provide the pronunciation of each of these activities and have your students repeat out loud to practice them.

Once they have a good idea about these two kinds of activities, have your students do Activity 9 in pairs or small groups.

In the Conversation and more section, tell your students to read each statement carefully so that they can have a general idea what the conversation is about. Then, have your students try to order the statements to make a logical conversation. Once they have ordered the conversation properly, have students listen to it and make changes if necessary. Finally, have them practice the conversation several times. Go around and check their pronunciation.

Then have them work on Activity 10. Allow your students to work in groups so that each member of the group plays a special role to practice the English language. You can tell your students to take their time to do this oral exercise. Monitor each group to identify errors for future correction and feedback.

In Activity 11, have your students read the description of children’s games very carefully. Then, have your students work in pairs to match the descriptions with the corresponding games.

Optional activity: You can have your students compare and discuss their answers in Activity twelve in groups using Cooperative Learning guidelines. If they are in the tutoring session, ask them to practice the conversation in pairs taking turns.

In Activity 12, you can have your students ask and answers and discuss their responses in groups using Cooperative Learning guidelines.

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.

In the Language in use section, have your students read and study the information about the modal auxiliaries “can” and “could” carefully. Tell them to pay attention to the order of the elements that compose a sentence using these kinds of modal auxiliaries in American English. Tell them to take their time to analyze the structure: the sequence of elements when using these auxiliaries because they will use them in the next activities.
You can get more information about these modal auxiliaries and others on the following links:
http://faculty.deanza.edu/flemingjohn/stories/storyReader$32

Once your students manage the correct use of these modal auxiliaries, have them go over Activity 13. In this activity, have your students write original sentences using ”can” or “can’t”, “could” or “couldn’t”

In Activity 14, have your students work in small groups to write sentences with the same meaning of the sentences given.

Optional activity: You can assign this activity as homework so that your students can take their time to write these sentences.

Remember that this kind of activity is a time consuming one and sometime you do not have enough time to do it.

You can have volunteers go to the front to either write the sentences on the board or tell them in front of the class.

In Activity 15, have your students write sentences using the provided information with the auxiliaries “can” and “can’t.”

Optional activity: You can assign Activity 16 as homework for the next class.

In Activity 16, have your students read the school programs carefully to get the main ideas of each program.

Once they have read these school programs, have them work in pairs to do this activity. Advise your students that they have to review the whole lesson before going over the self evaluation section.

Tell your students not to look at the answers automatically.

Procedures and methodology of Hands on!

As with any other unit, you know that you have to take some time at the beginning of the unit to remind your students that they will carry out the unit project; this time the name of the project is “Writing a movie review”. This project is expected to make the students get motivated as they are asked to watch movies and decide which movie they want to write the review about. Tell them they can choose a movie they really like because they will have to see it again for the purpose of writing the movie review.

As in the previous units, students are given hints in the Hands on! section in each lesson. Remember to devote some time to the Hands on! section of each lesson to make sure that the students understand what they’re asked to do. You may want to watch the movies the students have decided to write about so that you are better prepared to help them in their inquiries.
The purpose of the project is to take them through the writing process and about something they have experienced. You have to insist that watching a movie for fun is not the same as watching it for the purpose of writing about it. While watching the movie, they have to pay attention to the main events as well as the details. They should also get some quotes from the movie to support their comments about the movie. Tell them to visit the movie trailer on the Internet. Here they will find information about the movie they decide to watch which can help them get a better understanding of the movie and of course a better movie review. The final project of this unit will be a movie review written in English by your students under your orientations.

In Hands on! 4A, the students are oriented on how to start the project. They are told to choose a movie that they want to watch. They can decide based on their own wishes. They may choose it because it’s a recent movie or because they like the actresses and actors in the movie or because it’s the first movie they saw with the first girlfriend/boyfriend, etc. They should watch the movie with an open mind and while they watch it, they should take notes about the parts they like the most or didn’t like. In the following example, the student saw the movie “Finding Forrester” because she loves Sean Connery and she wrote the following ideas while watching it:

“I don’t like the way Jamal meets Forrester.
It's interesting to see Forrester correcting Jamal’s essays and the comments he wrote as he read them.
It’s interesting how Jamal reacted to Forrester’s comments. He wrote an essay and brought it to Forrester to check it, though he had gotten very upset to the way he got into his apartment.
It’s interesting to see how the different people react to Jamal’s scholarship proposal. Forrester taught Jamal how to write.
It’s horrible to see the teacher’s reactions to the quality of Jamal’s essays.
It was sad for Jamal when he was told Forrester had died.”

In Hands on! 4B, your students will probably have to watch the movie a second time. They should modify or their previous notes or add some others if they consider it necessary. Here they are recommended to let the information sit for a short while, and at the same time they should think about the movie. This process shouldn’t take too long because students can lose interest and probably will forget important ideas or feelings they went through while watching the movie.

In Hands on! 4C, they are supposed to be ready to start writing their movie review. Here they are given the parts that the report should include: a basic summary for people who haven’t heard or seen the movie. It’s recommended not to give away the movie ending here. Read the following example of a summary of the movie “Finding Forrester”:

“The movie is about a reclusive great writer performed by Sean Connery who becomes
a friend of a gifted Afro-American student. He tries to help Jamal in his struggle for acceptance at an exclusive school. However, events take an unexpected turn when Jamal is accused of plagiarism by an embittered professor. Jamal’s forced to rely on his friend to help prove his innocence.

In Hands on! 4D, this section gives the other parts of the movie review: an introduction, a body and a closing. The introduction should be a paragraph about the most important part of the movie. You may add a comment about the main actors’ or actresses’ performance that support your ideas. Next you are presented an example of an introduction about the movie ‘Finding Forrester’.

“The movie story is about a recluse writer and an inner-city teenager brought together by their shared passion for writing. The movie explores the struggles of a young genius whose underprivileged position in society makes him seem destined for failure until he forms a relationship with a gifted but introverted mentor who helps him see the light.”

In Hands on! 4E, students are given what they should include in the body and in the closing paragraph of the report. The body should have two paragraphs in which they should explain the who, what, where, when and why of the film. They should add some important quotes from the movie to support the ideas presented. Finally, in the closing paragraph, they should include some movie critics’ quotes which can support or contradict their opinion. They are recommended to edit the report before handing it to you.

“The youthful genius is a talented urban basketball player named Jamal Wallace (Rob Brown), who in his spare time reads everything he can get, secretly writing prose and poetry into a composition pad. Though Jamal has always been a C student, he comes to the attention of a prestigious New York prep school when he scores highly on his standardized tests. While Jamal is given a heavy load at his new school, both he and the school know that the real reason they took him on is for his expertise on the court.”

“Claire (Anna Paquin) Jamal’s fellow student becomes his close friend. He was helped by Claire along with the recluse William Forrester (Sean Connery). Jamal pursues his dreams both on and off the court while overcoming obstacles placed by his bitter literature teacher. As Jamal is shaped by Forrester, he finds that he is changing the old writer as well, forcing him to confront his past...and his future. The introverted mentor is William Forrester (Sean Connery) who had been a great writer in the past, but now he spends his days shut inside his Bronx apartment looking out the window on the court where Jamal hangs out with his friends. This movie paints a wonderful friendship while offering intriguing insights into the heart and soul of the dedicated writer.”

“Finding Forrester is a great movie not only to see it for fun, but to learn about the writing process. Sean Connery really has a great performance in this movie as in all his movies; Young Jamal has all the power to become a great actor.”
Unit 5

What's the matter?

Unit concepts
Unit five is oriented to give the students the opportunity to use the English language in topics such as parts of the body, health problems, and medication, as well as home remedies, feelings and suggestions to develop a healthy lifestyle. These topics are developed through readings, dialogues and written exercises in which they have the opportunity to practice with meaningful situations and contexts. They can practice their reading, listening and writing skills through this variety of activities and contexts.

Grammar
This unit presents the auxiliary “should” which is used to ask and give advice. It is presented in the affirmative, negative and interrogative forms. It includes the use of should in questions with the questions words.

This unit also deals with the imperative form of the verb to give orders. It also includes the use of the imperative to report affirmative and negative commands. As this is the last unit, it presents a summary of the English verb tenses: simple present, simple past and present perfect in the affirmative, negative and interrogative forms.

The unit includes the -ed ending modifiers accompanied by prepositions such as: by, from, with, about, etc.

English derivational suffixes are also a component of this unit. The derivational suffixes included are: -ness, -er, and -less.

Vocabulary
Unit five presents vocabulary related with the parts of the body, health problems, and medication, as well as home remedies, feelings and suggestions to develop a healthy lifestyle. Each lesson presents special terms that are used in activities to help students practice and internalize it.

Everyday English
Expressions to ask and answer how somebody feels form part of this unit as well as expressions that doctors and patients use when reporting an illness and prescribing treatments. Expressions related with a healthy lifestyle are found in some of the activities, too.
Lesson 1

Which parts of the body can you name?

Methodology

Motivation
You may introduce the topic with questions, such as:
Which parts of the body can you name? Ask them to say the part's name and point to it.
What can you do with each part of the body?
What do you do to take care of your body?

Methodological guidelines
Once your students get motivated, ask them to close their books and listen to the conversation and ask them, “Which ideas did you get from the listening activity?” Write down the ideas, vocabulary or expressions they got on the board. Then, play or read the conversation again and ask the students to listen and read the conversation at the same time in order to understand the main idea of the conversation.

Now you should ask students to read and answer the questions in Activity 1 according to the conversation they listened to. Provide students some time to answer the questions, and then ask them to compare their answers with the ideas they had before and then with other classmates’ answers. Follow up any questions your students may have. Insist that they should leave the answer key as the last resource.

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

Students should have worked with the Enrich your vocabulary section before coming to the tutoring session.
In order to help your students with pronunciation, read the vocabulary for them, and have them repeat all the words. You should exploit Activity 2 to check the use of the new vocabulary.

Optional activity: You may want to use the game “Simons Says” to check the parts they already know and to help them learn the rest.
The game goes like this:
Simon says, “Touch your head.” Simon says, “Touch your right knee.”

You may vary the game by asking them to touch a different part from what you touch. If the students know the vocabulary, they shouldn’t get confused.

Activity 3 is intended to make the students match the parts of the body with some actions performed with each part. There may be more than one answer for some of the questions (for example number 7). You may expect answers such as the arms, the legs, or the entire body.
Activity 4 is a vocabulary application. Tell them to match first the ones they understand and then the rest. Tell them that they should try to guess the meanings from context. Give them some clues to do it.

Before working with the Time to read section, prompt the students to speak about special attitudes Salvadorans may have towards some parts of the body. For example: What part of their bodies do women give more attention to? What part of their bodies do men give more attention to? Which part of a woman’s body do men consider sexy? Which part of a man’s body do women consider sexy?

You may decide to use the previewing and predicting strategies by asking the students to cover the reading and look at the title and the picture and ask them what they think the reading is about. They may write their answers or you may write them on the board to check after they have read it if their predictions were correct. Then, ask them to read to understand the main idea of the text. Tell students not to stop every time they find a new word or expression they do not know. Persuade them to keep reading to get the idea.

Don’t forget to motivate them to keep their own vocabulary list as they have been doing in each course unit.

After they have read the passage, ask them to work with Activity 5.

Activity 6 can be used to work in small groups. Ask them to form groups of 3 students. Then ask and answer the questions. They should be asked to report their answers to the rest of the class. Follow up grammar, use of vocabulary, pronunciation and intonation.

Activity 7 is based on the vocabulary in Activity 5. Students work with it as soon as they have finished Activity 6.

Optional activity: Before going on to the next activity, you can read the article sentence by sentence and have the students listen to you and repeat each line out loud to practice pronunciation and intonation or you may ask the students to read and you may write the words that they mispronounce on the board. Use this information to give feedback on their pronunciation. Add other words with similar pronunciation. Make them repeat after you. Finally, ask them to read to check their pronunciation again.

Students should work with Activities 8 and 9 on their own and check their answers in groups. Have them talk about the strategies they use to do the exercises in each activity without looking for the answers in the answer key.

In the Enrich your vocabulary section, the students should relate the sentence ideas with the pictures. They should be able to do it on their own.

Activity 10 should use to enlarge the students’ vocabulary, as they are asked to add other actions that are performed with the different parts of the body.

Activity 11 can be used to check their progress in this unit, as they have to apply the vocabulary they have been working with and relate it with their own body parts. You should have them work in pairs and ask and answer the questions in this activity. You can follow up on their work.
Optional activity: You could ask them to draw the parts of the body on a large piece of paper and post it on the wall during the tutoring session. The students can write their sentences on pieces of paper and post them under the picture. Look at the example.

- Ears are used to hear sounds.
- Ears help people keep their balance.
- Ears are used to wear earrings.
- Ears are used to wear ornaments in some cultures.

Ask the students to work with Activities 12 and 14 on their own. You can check their work in the tutoring session.

You may want to ask students to work with Activities 16 and 17 of the lesson.

The Language and use section presents the uses of the modal auxiliary “should” in all the forms. “Should” is used to ask and give advice. You may create some situations where the use of “should” would be necessary, for example:

- Carlos is eating too much junk food, and he’s getting heavier. What do you think he should do?

Some answers could be: He should stop eating junk food. He should go to the gym.

- Carolina likes to buy expensive things with her parent’s money. She doesn’t want to get a job. What do you think she should do?

Some answers could be: She should get a job. She should buy things that she can pay with her money.

- Fred is getting low grades in his English exams. He never studies and doesn’t look for help. Do you have any suggestions for him?

He should study for his exams. If he doesn’t understand, he should ask his teacher for help.

You can also ask some students to present one problem and the rest should give advice. Ask them to study the uses of should and to do the Activities 13 and 15.

Optional Activity: You can prepare an activity where the students will unscramble the names of the parts of the body. For example: EAHD, EKCN, ELGS. At the end you may ask them to spell the words.

Optional activity: You may want to use the following idiomatic expressions related with names of some parts of the body.
You should explain the students that the meaning of an idiomatic expression cannot be inferred from the meanings of the words that make it up. They are used to add a little style to a sentence. Idiomatic expressions don’t translate well from language to language. They shouldn’t be taken literally.

Use the idiomatic expressions from the table above to complete the sentences.

1. If you’re not carefully when you get to the airport, you can lose your suitcases in (the blink of an eye).
2. Did you believe all the lies he was telling you? He was just (pulling your leg).
3. Oh, no! That woman again! She’s been a (pain in my neck). She’s trying to sell me a new cell phone.
4. You never remember anything. You always say you have it on (the tip of your tongue).
5. You know how desperate I am. I need that loan. Will you please (keep your fingers crossed) for me?
6. My mother’s food always makes (my mouth water).

<table>
<thead>
<tr>
<th>Idiomatic expressions</th>
<th>Explanations</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>pull somebody’s leg</td>
<td>If you pull somebody’s leg, you tease them by telling them something that is not true.</td>
<td>Of course I’m not going to buy a sports car. I was just pulling your leg! Don’t let her pull your leg. She’s always lying.</td>
</tr>
<tr>
<td>make your mouth water</td>
<td>Food can make your mouth water when it looks and smells extremely good.</td>
<td>That delicious smell from the kitchen is making my mouth water. Lemon juice always makes my mouth water.</td>
</tr>
<tr>
<td>on the tip of your tongue</td>
<td>To say that a word or an answer is on the tip of your tongue means that you’re sure you know it but have difficulty finding it.</td>
<td>What’s the place name? Wait ... I know it - it’s on the tip of my tongue! It was in the tip of my tongue, but I couldn’t say it.</td>
</tr>
<tr>
<td>blink of an eye</td>
<td>If something happens in the blink of an eye, it happens nearly instantaneously, with hardly enough time to notice it.</td>
<td>The pickpocket disappeared in the blink of an eye. Enjoy your children while you can. They grow in the blink of an eye.</td>
</tr>
<tr>
<td>keep your fingers crossed</td>
<td>If you keep your fingers crossed, you hope that something will be successful.</td>
<td>I’m going to have my first job interview tomorrow. Keep your fingers crossed for me.</td>
</tr>
<tr>
<td>be a pain in the neck</td>
<td>To say that somebody is a pain in the neck means that person is very annoying.</td>
<td>My sister is always bugging me. She’s a real pain in the neck.</td>
</tr>
</tbody>
</table>
Lesson 2  Fifth Unit

ARE YOU GETTING SICK?

Methodology

Motivation
You may introduce the topic by asking the students questions, such as:
Which symptoms do you feel when you’re about to get a cold?
Do you use a home remedy when you have a cold?
Why do people sometimes prefer to take home remedies and not to go to the doctor?
Do you know any plants that are used for home remedies?

Methodological guidelines
Before having students go over the Conversation and more section, you should tell them to listen to and read the conversation out loud carefully to get familiar with the new vocabulary and health topic.
Then, students can listen to and read the conversation as many times as they need. After this, they should listen to the conversation without reading and check how much they can understand.
Have them repeat each line of the conversation out loud several times to try to imitate the speakers’ pronunciation. In this way they will improve their pronunciation skills.
You may also suggest that they read only the questions from Activity 1 before listening to and reading the conversation, so that the first time they listen for details or specific information.
Optional activity: In the tutoring session, you may divide the class into two groups: A and B. These two groups will take turns in the conversation. You can have some volunteers go to the front of the classroom to perform the conversation.
Optional activity: You may ask them to change the conversation a little by changing the illness and the home remedy mentioned in the conversation.
They should work with Activity 1 after having practiced with the conversation.

Introduce the vocabulary from the Enrich your vocabulary section with pictures. Model the health problem for them after you have introduced the vocabulary and made the students repeat and practice it.
Optional activity: Ask your students to mime a health problem. They will take a piece of paper from a box where you have places the stripes of paper with the different health problems, and another student will try to guess what the health problem is. Keep on working with other students.
Activity 2 is intended for practice. Students should work with it on their own. Follow up their work; while they compare their work in pairs, walk around the class to check for problems. If there’s time, ask your students to read the examples with the answers. Pay attention to their pronunciation, intonation and grammar.
Before having students do the Time to read section, try to bring up their previous knowledge about a cold and the flu, and give them questions such as:

Do you know the difference between a cold and the flu? Do you have to go to the doctor for a cold? Which cold symptoms can you mention?

Ask them to read the passage about the cold and the flu. Give them time as the reading is quite long. If after reading it they ask for new vocabulary, tell them to work with Activity 3. Make sure they understand the sentences and can pronounce the new vocabulary.

Activity 4 can be developed in small groups. Promote cooperative work so that they can support each other.

The activity in the Conversation and more section requests that the students fill in the blanks as they listen to the conversation (Activity 5), so you should ask them to check the conversation to get its general idea. After they have checked it, play the audio and ask them to fill in the blanks. They can check the answers among themselves. They may listen to the conversation a second time and complete the task.

After they have completed it, they should have time to repeat after each speaker and then to practice it with another classmate.

Assign Activities 6 and 7.

Present the terms: Alternative or complementary medicine, folk medicine, orthodox medicine and patent medicine, and ask them how familiar they are with these terms. Allow them to express their ideas. If they don’t know, they should use the illustrations of the terms to infer what they refer to.

Before asking them to listen to the conversations in Activity 9, ask the students to read the questions and the possible answers. Before listening to the conversation, you may want to ask them questions, such as:

What are the names of the women in the conversation? Do you think they are sick or they have been sick? Why do you think so?

Then after, ask them to listen to the conversation, and as they listen they can answer the questions in Activity 8.

The Language in use section presents the imperative form of the verb which is formed with the infinitive form of the verb, and it’s used to give orders. People usually add “please” to make the statements polite.

You can ask them to write the orders they want to give to their classmates or to you. Also, they should be asked to write orders they don’t want the other classmates or you to do.

Examples:

Carlos, stop talking with Helen. Carlos, don’t sit next to me. Teacher, give more examples, please. Teacher, don’t look at me like that.

Ask them to give as many examples as possible, and write them on the board. Then use them to report commands.

What did the teacher tell Carlos? She told him to stop talking with Helen.

What did René tell the teacher? He told the teacher not to look at him like that.

Explain to them that the formation of reported commands is mostly as follows:

A form of the verb “tell” + to/(not to) + infinitive.
More examples of reported affirmative commands:
Father to son: “Do your homework.”
Father told me to do my homework.
Denise: “Open this door.”
Denise told me to open that door.
Mark: “Sing that song.”
Mark told me to sing that song.

More examples of reported negative commands:
Teacher: “Don’t talk to your neighbor.”
The teacher told me not to talk to my neighbor.
Tomas: “Don’t clean the white shoes.”
Tomas told me not to clean the white shoes.

After practicing with the reported affirmative and negative commands, assign Activities 10 and 11. Let them work on their own, and then let them check it with their classmates in pair or group work. You can find more examples on the following sites:
http://www.englisch-hilfen.de/en/exercises/reported_speech/commands_negations.htm
http://www.englisch-hilfen.de/en/exercises/reported_speech/commands.htm

Optional activities for developing the listening skills: You may apply the process described for presenting the dialogs in the lessons.

Conversation
Christy: I saw Roberto at church the other day, but he looked very sad and tired. Do you know what’s wrong with him?
Melanie: I do. I talked to him yesterday, and he told me he has been very sick. He said he was hospitalized for five days. The doctors didn’t know what the problem was. Finally, they discovered he had the salmonella bacteria.
Christy: Oh, my God! I understand that salmonella bacteria attack the stomach and intestines.
Melanie: You’re right. His case was serious because the bacteria entered the lymph tracts. When the bacteria enter the lymph track, it carries water and protein to the blood. He had a very serious infection.
Christy: Oh my! I hope he’s better now.
Melanie: He is, but he still has headaches and stomach cramps.
Christy: I’m sorry to hear that.

For Activity 9, ask them to read each sentence or phrase, and try to put the conversation in order. After they have done it, they should listen to the conversation and make the necessary corrections. Once they have it correct, let them listen to it and to repeat after each speaker. Finally, they can role play the conversation.

They can work with Activities 12, 13 and 14. You can ask them to discuss the answers with their classmates in groups.
Fifth Unit

Lesson 3

IS THIS ILLNESS SERIOUS, DOCTOR?

Methodology

Motivation

Introduce the topic with questions, such as:

Which common illnesses affect Salvadorans?

What can people do to avoid getting a common illness such as dengue or a cold?

When you go to the doctor’s office, do you take the medicine as it is prescribed?

When you get sick, do you follow the doctor’s recommendations?

Methodological guidelines

Since the topic of the conversation is about sick people and prescribed medicine, you can introduce the topic by asking them questions such as the following:

When you go to the doctor, do you feel comfortable with him or her?

Do you tell him everything or do you keep information for yourself?

Do old people like to take medicine or do they prefer to use home remedies?

After the discussion, play the audio and ask the students to read and listen to the conversation at the same time the first time. Then, tell them to try to answer the questions in Activity 1 without going back to the reading. For those who couldn’t complete the exercise, ask them to read and listen to the conversation for the second time. Then they will complete Activity 1.

After completing Activity 1, ask them to stand up and practice the conversation with two or three different classmates and play the different roles. You may walk around the class helping them with the conversation. Students should try to read, then to look at the classmate’s face and say his or her part so that it looks like a real conversation. (We can call this the read and say technique.)

As in other lessons, another way to present the conversation is to ask them to listen to it without reading the first time; then to ask them what they have understood. They may write the ideas down in their notebooks or on the board. You may repeat this a second time and ask them to add new ideas. Then, ask them to read and to listen to the conversation at the same time. Finally, ask them to compare the previous ideas with the ideas they have now about the conversation. If your students are in the classroom, you can have them work in pairs to practice the conversation.

Use the dialog to make the students practice their pronunciation skills. Play the audio several times and ask students to repeat each line carefully.

In the Enrich your vocabulary section, read the illnesses and their definitions for your students. Then, ask them what they have understood from the definitions or what they know about them. Don’t expect to be given full correct answers; they may say words or phrases, and you should encourage them to continue. Watch their pronunciation.
You should use the questions from Activity 2 to provoke conversation based on real information so that the exercise may become meaningful for them.

After the discussion, you should assign Activity 3 for them to work on on their own. Check the activity in the next tutoring session with their classmates working in pairs or small groups.

Before inviting the students to work with the Time to read section, promote a pre-reading activity with medicine inserts. You can ask them to bring some to the class and make them read and report what they have understood. Tell them not to worry about understanding everything. You may ask them to look for the side effects or the recommended dose. Here you can use the medicine insert from the Time to read section. Based on this, you can ask questions, such as:

Are you used to reading the medicine insert before taking it for the first time? Is it important to read the medicine inserts? Are the medicine inserts written only in English or in different languages including Spanish?

After the conversation, ask the students to work in pairs and to try to match the words with their meanings in Activity 5. Then tell them to read the passage as many times as needed to grasp the main idea of the paragraph before working with Activity 4. Remind them that while reading to get the main ideas from a reading they shouldn’t stop to look up the meaning of new vocabulary but to read for overall comprehension. Also tell them not to look at the answer key automatically but to try to do their best to do the activities assigned.

Optional activity: Have your students work in pairs or in small groups to help one another.

Post Reading Stage or Phase

As you know, post reading activities have an important role in the learning process as students are asked to think about the reading, to reflect about it, to react to the ideas presented in the reading, to make connections between what they knew before reading with what they know after having read and interpreted written information. This process helps the students to learn meaningfully. You may ask them to relate the information from the reading with real situations. You can work with Activity 6 here. You could ask the students to comment about any experience they may have had in their families with some medications. Examples such as the following may result:

“My mother takes my grandpa to the doctor, but he never takes his medicine.”

Apply the same procedure with the reading in the next Time to read section. Let your students work with Activity 6.

The Conversation and more section can be worked as follows:

Ask them to read the dialog so that they can get what it’s about, and then play the audio for them to listen for the first time. Refer them to Activity 8. Read the words for them and make them repeat after you. Now, play the audio a second time and ask them to fill in the blanks. Let the students check their answers.
Once they have finished, ask them to work with Activity 8.
As an optional activity, they should work in pairs to practice the dialog playing the different roles.

In the Enrich your vocabulary section, students are exposed to vocabulary related with hospitals. Read the words out loud for them and make them repeat until they feel comfortable.

Optional activity: You can ask them to use these new words in sentences of their own.
Assign Activity 9. It can be checked in group work in the tutoring session. Devote some time to check their pronunciation. Remind your students that they are responsible for their own learning so they should study regularly and develop study habits to support their own leaning process, and that they have to keep their vocabulary list updated.

The Language in use section includes a summary of the verb tenses: simple present, simple past and present perfect.
It’s a good option to explain to them that English has fixed patterns which makes the sentence syntax easy to understand.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>María</td>
<td>likes</td>
<td>apples.</td>
</tr>
<tr>
<td>Tony</td>
<td>plays</td>
<td>hockey.</td>
</tr>
<tr>
<td>The boys</td>
<td>love</td>
<td>ice cream.</td>
</tr>
<tr>
<td>The dog</td>
<td>barked</td>
<td>all night.</td>
</tr>
<tr>
<td>That man</td>
<td>has stood</td>
<td>on the corner for about one hour.</td>
</tr>
<tr>
<td>We</td>
<td>have tried</td>
<td>to get in contact with him.</td>
</tr>
</tbody>
</table>

You may observe that the syntax of these affirmative sentences is similar: subject + verb + complement. They’re in the simple present, simple past and perfect forms of the verb. The same happens with negative and interrogative sentences. Look at the examples in the next tables.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb + not</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>doesn’t</td>
<td>like</td>
<td>to dance.</td>
</tr>
<tr>
<td>The students</td>
<td>don’t</td>
<td>pay</td>
<td>attention in class.</td>
</tr>
<tr>
<td>I</td>
<td>didn’t</td>
<td>finish</td>
<td>the project.</td>
</tr>
<tr>
<td>The principal</td>
<td>hasn’t</td>
<td>prepared</td>
<td>the speech.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td>Carol</td>
<td>study</td>
<td>every day?</td>
</tr>
<tr>
<td>Did</td>
<td>Marlon</td>
<td>buy</td>
<td>the food?</td>
</tr>
<tr>
<td>Has</td>
<td>Melany</td>
<td>finished</td>
<td>the work?</td>
</tr>
<tr>
<td>Have</td>
<td>your friends</td>
<td>arrived</td>
<td>to the party?</td>
</tr>
</tbody>
</table>
Assign Activities 11 and 12 for them to work on alone. They have the opportunity to check the answers for Activity 12.

You may use Activity 13 to see how much your students understand from audio resources. Before listening to each conversation, they should read the questions to get ready to listen.

Ask them to listen to the conversations, and try to answer the questions at the same time. They should listen to the audio as many times as needed until they get the answers.

As an optional activity, students can read the dialogs from the scripts and practice reading them. Help them with pronunciation and intonation.

They should work with Activity 14 in the tutoring session. Pay attention to your students’ pronunciation and control of the language used.

Tell the students to read the Outlook section because the reading can give them ideas for their unit project.

Here’s an optional activity for working with the listening skills. You may use it following the process used to work with the lesson’s dialogs.

Conversation

Jimmy: Hi, mom! Why do you have that face? Do you feel alright?
Mom: What face?
Jimmy: Mom, your forehead is all wrinkled.
Mom: I’m tired, and I don’t feel well.
Jimmy: Why don’t you go to the doctor?
Mom: I have an appointment this afternoon. Thank you!

Optional activity: As the lesson deals with illnesses and doctors, you may want to use the following professions related with medicine. You may give the list to the students and ask them to find out what they do, where they work, which parts of the body they work with, etc.

a. Dentist
b. Dermatologist
c. Endocrinologist
d. Pathologist
e. Pediatrician
f. Surgeon
g. Psychiatrist
Lesson 4

WHY DO YOU FEEL SO SAD?

Methodology

Motivation
You may initiate conversation related with the lesson topic with the students using the following questions:
How do you feel today? Do you feel happy, sad, or exited?
Why do people’s feelings vary?
Do you feel happy all the time?
Is it polite to ask people how they feel or why they look sad?

Methodological guidelines
As the topic of the Conversation and more section is related to how parents feel when their children get sick, ask the following questions:
How do parents feel when their children are sick?
Have you had the experience of having a sick child at home?
How does it feel to have a relative in a hospital?

After having talked about the topic, you may ask the students to read and listen to the audio once or twice. After that, ask them to repeat after each speaker to get familiar with the vocabulary and language about health problems used in the conversation.
Tell them they can read the conversation again to work with Activity 1. They can compare their answers. If their answers differ, they should read the conversation again until they get the answers.
You may decide to ask them not to move and work with the student next to them, or you can ask them to stand up and practice the conversation with two or three different classmates and play the different roles. You may walk around the class monitoring their work.
Students should try to read, and then to look at the classmate’s face and say the part so that it looks like a real conversation. This helps them to try to memorize or at least to remember what they just read.

The vocabulary in the Enrich your vocabulary section deals with feelings. Ask your students to explain how each person feels and why they feel like that. They can give answers such as the following:
Eduardo feels terrible. He has probably failed English.
Marlon looks happy. He has probably won the lottery.
Assign Activities 2 and 3 so that they can apply the vocabulary they just practiced. They can also work with Activities 8 and 9. Suggest that they work with Activity 16. Check their work in the tutoring session.

In the Conversation and more section, before having your students listen to the conversation, ask them to read the questions and the answers provided in Activity 4. Allow your students to listen to the conversation as many times as needed until they get the answers to all the questions.

Assign the reading about stress and have them read for understanding the general idea. Tell them that they shouldn’t stop every time they find a word or expression they don’t know. One way to understand a new word or expression is to try to find the meaning based on the context. If they can’t do it by analyzing the context, they can look in a dictionary.

Assign Activities 5 and 6. Use Activity 6 to answer the questions with their own information. In this way, the activity will become more meaningful to them.

Before assigning the dialog in the conversation and more, ask them:
What do you think about tattoos?
What do your parents think about tattoos?
What do people think about guys with tattoos on their bodies?

Now, you should ask your students to read and to listen to the dialog. They should pay attention to pronunciation and intonation. Have them repeat each line and role-play each character. Let them practice with two or three different classmates.

Assign Activity 7.

For the Enrich your vocabulary section, try to give examples with description of people they know so that they get the meanings of the adjectives in this section. You can use the sentences in Activity 11 to ask for examples to your students. Then, you should ask them to classify the characteristics into positive and negative categories.

Activities 12 and 13 are great for group work. They should share the group answers with the rest of the class and try to find out if they agree or disagree with the answers.

The Language in use section presents the -ed ending modifiers which are often accompanied by prepositions, such as by, from, with, about, etc. Ask the students to read and analyze the examples and to work with Activities 14 and 15. Then, in the tutoring session, they should ask if they have any doubts.

Activities 16 and 17 promote writing skills, as the students are asked to put the sentences in the correct order to form a paragraph.

The writing process is probably the most difficult of all the language skills. With this activity, students can be helped to get the idea of a paragraph and its main parts.
A definition of writing can be found on the following site:
http://foro.univision.com/univision/board/message?board.id=ingles&message.id=8640

“Writing is a process carried out in different stages: prewriting, drafting, revising/editing, and publishing/presenting. These stages are recursive; that is, they do not necessarily follow one another in order; you can go back and forth among steps, repeating those that you need to until you end up with the result you want.”

The following ideas can help you guide your students through the process of writing.
The process of writing starts with a pre-writing stage which refers to all of those things that you do before you actually start writing. You start thinking about what to write, and you should write down all the ideas that come to your mind. If you have an idea for writing a story, you should make a list of things that are related with the story. In other words, you should brainstorm. You should talk with your friends about the story you have in mind, and write down the ideas you get from the conversations with your friends.

Now you have to write the rough draft or the first draft. Take your pre writing ideas, and decide how to organize those ideas. Decide what should go first, in the middle and in the conclusion. The first idea should tell the reader what the paper will be about. In the middle, you should place the main ideas you will develop. Each idea will correspond to one paragraph. The middle of your paper has to support the introductory ideas or thesis statement. In the end of your paper, you should include the summary of the topic you’re writing about.

Even though it’s your first draft, you have to edit it and give it to your friends or teacher to check it. You’ll probably need to go through the same process and start all over again.

You may also visit the site:
http://www.geocities.com/fifth_grade_tpes/writing_process.html
Lesson 5

WHAT DO PEOPLE DO TO STAY HEALTHY?

Methodology

Motivation

You may use the following questions to introduce the lesson topic:

- What comes to your mind when you listen to the expression “healthy mind, healthy body”?
- What relationship is there among food, weight and exercise?
- What do you do to be healthy?
- Is weight control an important topic for people in general?

Methodological guidelines

Before reading the conversation, ask students to brainstorm what people do to stay healthy. Promote conversation with the following statement and questions:

- Mention three things people have to do to stay healthy.
- What do you do to be healthy?
- Do you exercise?
- What kinds of food do you prefer to eat?

Play the audio, and ask the students to listen to it. They’re not allowed to read this time. After having listened to it, ask them to write down the ideas they got from the audio. Do not comment on their ideas. For the second time, they can read and listen to the conversation at the same time. Let them compare the ideas they obtained the first time they listened to it with the ideas they have now. They should find the differences and decide how close their previous ideas were. With this activity, students can see if they’re developing their listening skills.

If they have difficulties understanding audio resources, they should be given some strategies to help them improve their listening skills. You may orient them by telling them that they’re not supposed to understand everything they hear. They shouldn’t get upset or desperate if they have difficulty understanding from audio resources. You may also tell them that translating is not recommended and that they should try to concentrate on main ideas and not on details.

Recommend that they visit some sites where they can find exercises to help them develop their language skills in English. For example, the following site is great to find materials to develop listening skills:

http://esl.about.com/od/englishlistening/a/listen_tips.htm

You may decide to ask the students to read and listen to the conversation at the same time from the very beginning. Make them repeat each line and role play it in the tutoring session.

After they practice it, they should listen to the conversation without reading. By this time, they should understand most of it. Assign Activity 1.
The Enrich your vocabulary section contains vocabulary related with physical fitness. Read the words and the definitions given to them. Ask some of the students to read the words and the definitions, too.

Assign Activities 2 and 3 for them to work on their own.

The Time to read section contains a reading about how one feels when starting to exercise. You should motivate them by asking them questions, such as:

Who goes to the gym or exercising at home or at school?
When you started, did your body hurt?
When did your body stop hurting?
How do you feel when you exercise?
How do you feel when you can’t exercise?
They should read the passage about exercising.

Ask them to work with Activities 4 and 5.

Activity 6 can be used as a post-reading activity in which students will have to answer based on their experiences. This will allow them to internalize the new vocabulary in a meaningful way.

In the Conversation and more section, ask the students to cover the dialogs and look at the illustration and predict what the conversations are about. Before they read and listen to the conversations, they should read the questions in Activity 7 to help them understand more. Then, try to answer the questions at the same time they’re listening. They will have another opportunity to listen to the conversations to complete the exercises.

The Enrich your vocabulary section includes vocabulary related with fitness and weight. Read the vocabulary and the definitions for the students. Make them repeat after you. Then, ask them to read the words and their definitions to check their pronunciation. Try to make them use the words in sentences of their own. You should ask them to read or say those sentences out loud for the rest of the class.

Students can work with Activity 8 alone, and then compare their answers to other classmates’ answers.

Activity 9 provides the opportunity to apply the vocabulary in real situations. Students will have the chance to use them in small groups in the tutoring session.

In the Language in use section, students are introduced to English derivational suffixes. Explain to them that a suffix is a group of letters added to the end of a word to form a new or different word. Tell them that there are many more suffixes, but this section is limited to the use of the suffixes: -ness, -er, and -less.

In the following examples, “tough” is an adjective and “toughness” is a noun; “power” is a noun “powerless” is an adjective, and so on.

\[
\begin{align*}
tough + ness & \quad \text{toughness} \\
power + less & \quad \text{powerless} \\
home + less & \quad \text{homeless}
\end{align*}
\]
You may find more information about English suffixes on the following site:

Students should read and analyze the examples given and work with Activities 10, 11 and 12.

Activities 14 and 15 are oriented to promote the students writing skills. They are not being asked to write, but they’re asked to organize the ideas to form a paragraph in each of the activities.

Explain what a paragraph is and which parts it has. The following information can be useful for your students to be able to work with the last two activities.

Which are the parts of a paragraph? A paragraph normally has:

a. a topic sentence
b. supporting sentences
c. a closing sentence

The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph. In order to write a topic sentence, summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Supporting ideas come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. Supporting ideas may be supporting facts, details, and examples.

The closing sentence is the last sentence in a paragraph. It restates the main idea of your paragraph. The writer restates the main idea of the paragraph using different words.

Optional activity for promoting listening skills:

Lois: What’s the elliptical trainer for?
Joe: It’s a stationary exercise machine which is used for cardio workout.
Lois: How does it work?
Joe: You stand on foot pads and hold hand grips that will help with balance issues.
Lois: What else?
Joe: It also has upper body workout feature. You can perform walking or running without any pains in joints. It’s excellent for the total body workout.

Optional Activities: The readings in the Outlook section can be used for two different purposes:

a. For analyzing their structure: Students should be asked to find the topic sentence, the supporting sentences and the closing sentence of each paragraph.

b. For reading comprehension: Students are given comprehension questions which they should answer after reading it.
Procedures and methodology of Hands on!

The Unit 5 project is called “Common illnesses and home remedies”. And as you know, at the beginning of the unit you have to remind your students about it. Give a general explanation of the project. You may present a summary of the weak and strong points in the previous projects for them to take into consideration when developing this unit project.

This project requires some research on common health problems and home remedies in El Salvador. Students will have to collect information about the topic from books, Internet and from their elder relatives.

The finished project will be a mixture of common illnesses in El Salvador, descriptions of the home remedies used to fight them and some general recommendations.

Remind your students that they are given some hints in each lesson. They will have to follow them to help them organize their project.

Hands on! 5A recommends that your students start finding out information about the illnesses their relatives know about and what they have used to be healed from them.

Hands on! 5B and 5C recommend that your students prepare a short questionnaire and start collecting information in an organized way. Next, you’ll find a questionnaire that you can use as model. It has to be in Spanish as people who will be interviewed do not speak English. Your students will need your help because they will have to translate the information they collect into English.

Analyze the next questionnaire model and see if it can be used. You should tell your students to take some pictures when they have the opportunity and permission to do so.

Besides collecting information from relatives and friends, your students should check the Internet as well.

Proyecto: “Enfermedades comunes y remedios caseros”

Objetivo: Recoger información sobre enfermedades comunes que afectan a los Salvadoreños y los remedios caseros que utilizan para curarse.

Información general

1. **Señale en que rango se encuentra su edad.**
   - a. 25-35
   - b. 36-45
   - c. 46-55
   - d. 56 y más

2. **Sexo:**
   - a. Masculino
   - b. Femenino

3. **Relación entre el estudiante y la persona entrevistada**
   - a. Abuela / Abuelo
   - b. Tía / Tío
   - c. Mamá / Papá
   - d. Hermana / Hermano
   - e. Amiga / Amigo

4. **Ocupación:**
   - a. Oficios domésticos
   - b. Negocio propio
   - c. Profesor/a
   - d. Costurera / Sastre
   - Otro: ____________________________
5. De las enfermedades que le voy a mencionar, ¿cuáles conoce usted?

<table>
<thead>
<tr>
<th>ENFERMEDADES</th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gripe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influenza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolor de oídos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolor de estómago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolor de muelas /dientes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garganta irritada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alergias</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quemaduras</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otra: _________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Me gustaría que habláramos sobre __________ y quisiera que me hablára sobre los síntomas de esa enfermedad. (Si conoce más de una y tiene la disponibilidad de responder el cuestionario, pregunte sobre una enfermedad primero y luego otra.)

7. ¿Qué remedio casero usado para esa enfermedad conoce usted?

8. ¿Cuáles son los ingredientes que lleva ese remedio casero?

9. ¿Cómo se prepara?

10. ¿Con qué frecuencia se debe tomar ese remedio?

11. ¿Por cuánto tiempo se debe tomar ese remedio?

12. ¿Me podría decir usted el origen de este remedio?

In the case that the interviewee mentions more than one illness, the interviewer will have to go through questions 6 to 12 for each of the illnesses.

Finally, thank the person.

Hands on! SD tells the students that as they collect the information, they should start classifying the remedies given for each illness and to choose five illnesses and the most common home remedies that they would like to report on.

Hands on! SE presents the general guidelines and organization to write the final report. You can follow the following order for each illness included in the report:

Table of contents
Introduction
Name of illness 1: _____________________
Description of illness and symptoms:
Description of one or two home remedies for the illness
Picture of the illness and/or the remedy:
Origen of the illness (When possible)

After describing the 5 common sicknesses, the students are asked to write the closing section where they will explain the most relevant and interesting points of their research.

Before handing the project to you, students should edit the report, and present it to you on the due date.
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MINISTERIO DE EDUCACIÓN Dirección Nacional de Educación
San Salvador, El Salvador C.A.
Impreso en Costa Rica
Por Litografía e Imprenta Lil, S.A. Junio de 2014