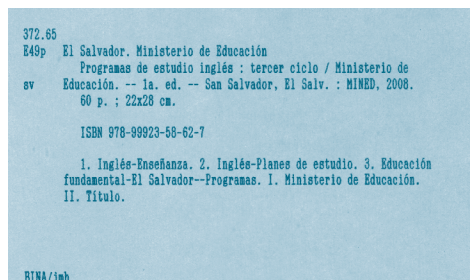




ENGLISH SYLLABUS

Third Cycle of
Basic Education



Elías Antonio Saca
Presidente de la República

Ana Vilma de Escobar
Vicepresidenta de la República

Darlyn Xiomara Meza
Ministra de Educación

José Luis Guzmán
Viceministro de Educación

Carlos Benjamín Orozco
Viceministro de Tecnología

Norma Carolina Ramírez
Directora General de Educación

Ana Lorena Guevara de Varela
Directora Nacional de Educación

Manuel Antonio Menjivar
Gerente de Gestión Pedagógica

Rosa Margarita Montalvo
Jefe de la Unidad Académica

Wendy Cristela Menéndez Cruz
Jefa de Programa Compite

.....

Equipo técnico

- Augusto Antonio Cornejo Huezo
- Herbert Ovidio Aparicio Castellanos
- José Isaías Parada Díaz
- José Trinidad Galdámez Sáenz

.....

Apoyo técnico externo

- Ana María Mendoza
- Carmen Castillo
- Edgar Nicolás Ayala

ISBN 978-99923-58-62-7

© Copyright Ministerio de Educación de El Salvador 2008

Derechos Reservados. Prohibida su venta. Esta publicación puede ser reproducida en todo o en parte, reconociendo los derechos del Ministerio de Educación de El Salvador.

Dear Teachers:

Within the framework of the *2021 National Education Plan*, The Ministry of Education is pleased to make this updated version of the English Syllabus for the Third Cycle of Basic Education available to you . Its content is coherent with our constructivist, humanist and socially committed curricular orientation. At the same time, it incorporates the vision of developing competencies, making the principles of the policy "*Currículo al Servicio del Aprendizaje*" be put into practice.

As part of this policy The Ministry of Education has renewed the guidelines for the evaluation of learning to match the competencies proposal and the needed type of evaluation for our educational system: an evaluation in the service of learning. This is possible if high expectations are placed on our students and if they are told that with effort and steadiness they eventually can achieve their goals.

The Ministry of Education takes advantage of this opportunity to manifest our trust in you. We know you will read and analyze this Syllabus with an attitude geared towards learning and improving, taking into account your experience and studies in education.

The Ministry of Education believes in your commitment to the mission which has been entrusted to us - that the children, young men and women of El Salvador obtain better learning achievements and develop integrally.



Darlyn Xiomara Meza
Minister of Education



José Luis Guzmán
Vice - Minister of Education

INDEX

I. Introduction to The English Curriculum for The Third Cycle of Basic Education

Curricular Components	5
Description and Presentation of the Learning Unit Format	8

II. Third Cycle Curriculum

Cross-Curricular Themes	9
-------------------------------	---

III. Presentation of the English Subject, Approach, Language Proficiency Levels, and Content Blocks

Presentation of the English Subject.....	10
The Communicative Approach	10
General Communicative Competence Level to be Reached by The End of The Third Cycle of Basic Education	11
Comparison Between The Former English Syllabus and The Current English Syllabus for Seventh Grade	13
Comparison Between The Former English Syllabus and The Current English Syllabus for Eighth Grade	14
Comparison Between The Former English Syllabus and The Current English Syllabus for Ninth Grade.....	15

IV. Methodological Guidelines

V. Evaluation Guidelines.....

VI. Seventh grade general objectives.....

Unit 1: Nice to meet you	20
Unit 2: The classroom	22
Unit 3: My family is from El Salvador	24
Unit 4: Goods	26
Unit 5: Holidays.....	28
Unit 6: A perfect day	30

Eighth Grade general objectives.....

Unit 1: Getting to know my classmates.....	33
Unit 2: My school	35
Unit 3: My home.....	38
Unit 4: Let's go shopping	40
Unit 5: Party time	42
Unit 6: Healthy habits	44

Ninth Grade general objectives

Unit 1: Making friends in the neighborhood.....	47
Unit 2: The neighborhood.....	49
Unit 3: My hometown.....	51
Unit 4: It's on sale!	53
Unit 5: Entertainment.....	55
Unit 6: You should visit the doctor	57

VII. Glossary

VIII. References.....

a. Bibliographical References	60
b. Electronic Sources	60

I. Introduction to The English Curriculum for The Third Cycle of Basic Education

The English Curriculum for the Third Cycle of Basic Education features a curricular proposal in order to address the need to respond the questions teachers should have as they plan their classes. These questions are properly answered through the following curricular components:

QUESTIONS	CURRICULAR COMPONENTS
What do teachers teach for?	Competencies/Objectives
What must students learn?	Contents
How to teach?	Methodological guidelines
How, when and what to evaluate?	Evaluation guidelines Achievement indicators

The English curriculum is based on these curricular components which are developed as follows:

- Description of competencies, proficiency levels and approach that orients the English subject development.
- Presentation of contents aligned with the subject objectives and allow the structuring of units of study.
- The methodological guidelines provide specific recommendations for the sequencing of units. They describe, in logical order, the stages to develop language competencies through the delivering and practicing of language functions. In addition they provide general recommendations and it is up to teachers to improve them. The English syllabus features general methodological guidelines per cycle of education.
- Evaluation is developed through suggestions and criteria applicable to diagnostic, formative and summative evaluation functions.

Finally, objectives, contents and achievement indicators are clearly presented in each unit of study.

The English curriculum has been designed upon the standard proficiency levels to be reached in each grade and cycle of education. On the other hand, it is flexible to teachers' creativity to contextualize it to their teaching environment to successfully achieve the stated objectives and language proficiency levels.

Syllabus innovations

The English curriculum designed and implemented in 1998 is definitely one of the sources for the designing and implementation of the current version; although, it is worth stating that this is a functional/notional syllabus embracing the communicative approach for its development in order to achieve objectives and language proficiency levels. The most remarkable features are detailed below¹:

a. Objectives

Objectives are presented by cycle of education, grade and in each unit of study.

Objectives aim at achieving language and preparation for life competencies, that is the reason why they are formulated using action verbs introducing the goals to be reached by means of procedures. Afterwards, concepts and attitudes are presented embedded in the objectives, thus, articulating the three types of knowledge. Besides, the "what for" or learning purpose is finally stated to connect contents with life and students' needs.

¹ Currículo al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

Language proficiency levels

Language proficiency levels are given by cycle of education and grade. They are meant to serve as guiding references for planning, delivering and evaluating teaching and learning to eventually reach the set language proficiency levels² by cycle of education and grade.

b. Contents

Presentation of content sets

The English syllabus presents and describes the sets of contents by each grade providing an insightful view on how they are structured from the simple to the complex, from the immediate students' world to the farthest and most abstract world, properly integrating and balancing the three types of contents or knowledge: conceptual, procedural and attitudinal and joining language learning, ranging from the mastery of simple daily language functions to the mastery of more complicated and sophisticated discourse. This new version of the English Syllabus has structured units of study in a different form; these differences are highlighted in a comparative chart of the former syllabus with the current one.

Three types of contents: conceptual, procedural and attitudinal

Contents' relevance relies on their contribution to achieve the stated objectives as well as language and preparation for life competencies. Antoni Zabala³ defines contents as follows:

"Set of skills, attitudes and knowledge needed for development of competencies. They are categorized in three large groups depending on how they are related with knowing, knowing what to do or to be, that is to say, conceptual contents, (deeds, concepts and conceptual systems), procedural contents (skills, techniques, methods, strategies..etc.) and attitudinal contents (attitudes, norms and values)"

The conceptual, procedural and attitudinal contents have the same relevance because the importance and articulation of knowing, doing, knowing what to be, and coexisting, is only reflected through their integration. The challenge relies on overcoming the trend to solely "teach" or learn by heart. They have a space and importance of their own but must not be understood anymore as a synonym of successful learning. This takes place only when the three types of contents are articulated.

Procedural contents deserve special attention because there is a potential risk of confusing them with methodology. Cesar Coll⁴ defines them as follows:

"They are always concerned with certain concrete forms of performance, whose most salient feature is that they take place in a systematic and orderly fashion, and that performance is purposely addressed to achieve a definite goal"

Procedural contents are not new in the curriculum, whereas the practical dimension or concepts application has been long fostered for decades. They have been labeled before as techniques, skills, strategies, algorithms, etc. When categorizing them as contents, the procedures are subjected to planning and control in much the very same way activities are adequately prepared to guarantee the learning of other types of contents⁵.

Sequencing of contents

The scope and sequence has been meticulously elaborated vertically and horizontally to guarantee that teachers will deliver teaching in a scaffolding fashion and students will construct knowledge in the same way.

Moreover, contents are suited to address students' needs, interests and problems to connect learning with background knowledge, previous life experiences and a sense of usefulness; therefore, learning will emerge as a likeable, enjoyable and meaningful task.

² The American Council on the Teaching of Foreign Languages, Proficiency Guidelines, New York, 1989.

³ Marco Curricular. Antoni Zabala. Documento de referencia de consulta para el Ministerio de Educación, página 21.

⁴ Los Contenidos de la Reforma. Cesar Coll y otros. Editorial Santillana. Aula XXI, 1992, página 85.

⁵ Ibid. Página 103.

Besides, standardized minimum proficiency levels have been set to be reached by the end of each grade and cycle of education; thus, assuring teachers and students have clear teaching and learning standards to pursue.

c. Evaluation

Achievement indicators⁶ constitute one of the most salient innovations. Achievement indicators prove the expected learning outcomes in relationship with objectives and contents of each unit. They are useful in assessing students' learning because they point out expected performance; therefore, they must be considered for assessment and academic reinforcement activities. In this English syllabus, achievement indicators are meant to evaluate students' development of language and preparation for life competencies.

Achievement indicators are numbered correlatively in each unit of study. Example, 5.1 means that the indicator belongs to unit five and is the indicator number one.

d. Academic Reinforcement

Evaluation results must be used to support and orient teaching planning as well as students' learning. Through the analysis of evaluation results, teachers could decide on what to feedback, and how to reshape their teaching approach to address students' affective and learning needs, thus, preventing frustration and dislike towards English subject as well as drop out.

Through performance outcomes teachers and students may assess learning quality, understand how learning took place and weigh the obstacles faced during the process. Consequently, teachers and students will look into the causes that made learning difficult recognizing that it is often not because students neglect the studies or are unable to have success⁷.

The constant follow up outlined in the achievement indicators implies the providing of prompt and opportune academic reinforcement to those students who need it and the making of planning and teaching adaptations to adequately address different students' learning styles.

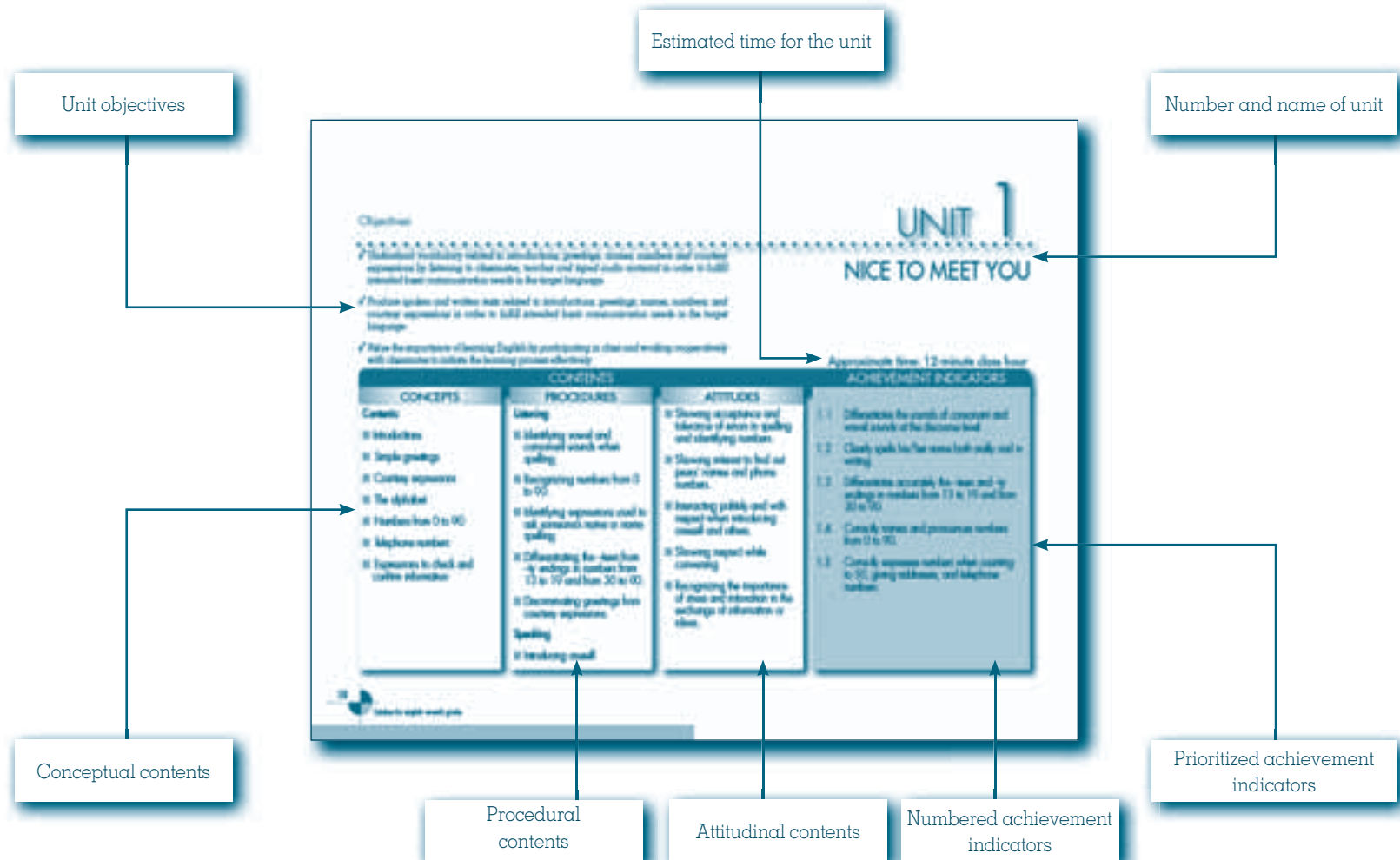
Graphic description of units

- Grade, number and name of unit: They are the unit general data.
- Estimated time of completion for the unit: Approximate number of hours to be allocated to the development of each unit.
- Objectives of unit: They express what is expected to be achieved by the students at the end of each unit.
- Conceptual, procedural and attitudinal contents: They comprise the concepts, procedures and attitudes that must be acquired by students through the mediation of the teaching-learning process.
- Achievement indicators: They are sample evidence that students have reached the stated objectives at the end of each unit.

⁶ Evaluación al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

⁷ Evaluación al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

Description and Presentation of the Learning Unit Format



II. Third Cycle Curriculum

The Third Cycle Curriculum is organized in subjects with a number of hours as follows:

Subjects	Seventh		Eighth		Ninth	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
Language and Literature	5	200	5	200	5	200
Mathematics	5	200	5	200	5	200
Science	5	200	5	200	5	200
Social Studies	5	200	5	200	5	200
English	3	120	3	120	3	120
Physical Education	2	80	2	80	2	80
Total of hours.	25	1,000	25	1,000	25	1,000

On the understanding that there will be three English classes per week and one hundred and twenty hours of classes in a school year, the six units of study that make up the curriculum for the school year will be developed in the following estimated time:

Grades	Units of study						Hours per year
	1	2	3	4	5	6	
Seventh grade	12	12	27	28	14	27	120
Eighth grade	9	12	24	27	24	24	120
Ninth grade	12	9	24	24	27	24	120

Implementing the English curriculum implies doing curricular adaptations to meet the students' needs and adjusting it to the conditions of the context. This contextualization is expedited by the "Proyecto Curricular de Centro" (PCC)⁸ in which teachers' agreements on curricular components (competencies/objectives, contents, methodology and evaluation) are registered, these agreements are worked out based on students' academic achievements, mission and diagnose of the educational institution.

Teachers should definitely consider the PCC pedagogical agreements and the English syllabus as key references for didactic planning. Both instruments complement each other.

Cross-Curricular Themes

The cross-curricular themes contribute to the students' integral education because it is through their socialization that a democratic society plenty of values is consolidated, a society where people and nature are respected and people are able to solve personal, local and nation's problems.

The cross-curricular themes⁹ are an essential part of the syllabus and should be applied in the development of the contents. The present document includes the following cross-curricular themes: Human Rights Education, Environmental Education, Population Education, Comprehensive Preventive Education, Education for Equal Opportunity, Health Education, Education for The Consumer and Values Education.

⁸For further information, read section on Proyecto Curricular de Centro. Currículo al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

⁹Fundamentos Curriculares de la Educación Nacional. Ministerio de Educación, páginas 115- 116, El Salvador, 1999.

III. Presentation of the English Subject, Approach, Language Proficiency Levels, and Content Blocks

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.

In a definition of communicative competence, Savignon outlines the following characteristics:

- a. Communicative competence is a dynamic concept that depends on the **negotiation of meaning** between two or more persons who share some knowledge of the language. Thus, communicative competence can be said to be an **interpersonal trait**.

- b. It applies to both written and spoken language.
- c. It is context-specific, as communication always takes place in a particular context or situation. The competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs.
- d. It is important to distinguish between competence and performance. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.

In conclusion, the conceptualization of the term **proficiency** includes specifications about the competency levels attained in terms of the **functions** performed, the **contexts** in which the language user can function, and the **accuracy** with which the language is used. Thus, the notion of **proficiency** enables us to broaden our understanding of **communicative competence** to include more than the "threshold level" needed to simply get one's message across.

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

By the end of the third cycle of basic education students' communicative competence will be characterized by the ability to communicate minimally with learned material.

Grade	Competencies				
	Listening	Speaking	Reading	Writing	
7th Grade	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.	Able to 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.	Novice Low ¹⁰
8th Grade	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.	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.	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.	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.	Novice Mid

¹⁰ Levels of Proficiency. The American Council on the Teaching of Foreign Languages, ACTFL Guidelines, New York, 1989

Competencies					
Grade	Listening	Speaking	Reading	Writing	
9th Grade	<p>Able to understand short-learned utterances and some sentence-length 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. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.</p>	<p>Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple combinations of their elements. Can ask questions or make statements involving learned material. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood.</p>	<p>Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Basic-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.</p>	<p>Able to write simple fixed expressions and limited memorized material. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.</p>	Novice High

Comparison Between The Former English Syllabus and The Current English Syllabus for Seventh Grade

FORMER ENGLISH SYLLABUS		CURRENT ENGLISH SYLLABUS	
DIDACTICAL UNITS OF FORMER ENGLISH SYLLABUS		DIDACTICAL UNITS	BLOCKS OF CONTENTS
Unit 1. Getting to know the world Using vocabulary related to members of the family, occupations, countries and nationalities. The students identify and describe people, ask and give personal information.		Unit 1. Nice to meet you: Students understand and produce vocabulary related to introductions, greetings, names, numbers and courtesy expressions in order to fulfill basic communication needs valuing the importance of learning English and work cooperatively with classmates.	Introductions, simple greetings, courtesy expressions, the alphabet, numbers from 0 to 90, telephone numbers, expressions to check and confirm information
Unit 2. What's around us The home, the school, the park and the street are the settings in which students practice describing places and asking and giving information. The vocabulary used refers to home, school, days of the week, telling time.		Unit 2. The classroom: Students demonstrate effective use of vocabulary and structures in order to describe characteristics and location of classroom objects and talk about personal classroom belongings and exchange opinions about peers' classroom possessions; moreover, they give and follow classroom commands showing courtesy and respect.	Classroom objects Personal items, colors, possessions expressions of thanks, common commands in the classroom
Unit 3. Having fun Students express preferences, describe actions, express abilities ask and give information about entertaining, fun activities at home, at the fair and on vacation.		Unit 3. My family is from El Salvador: Students use vocabulary related to family ties, language and nationalities in order to give general information pertaining to age, nationality, number of family members, occupation and language; also, they express moods and describe characteristics of family members.	Expressions for self-identification, family members, foods, emotions and physical description, countries, nationalities and languages, jobs and occupations, numbers from 91 to 200, age
Unit 4. Strengthening our body Sports and healthy life are the background in which students express their likes and dislikes, ask and give information about food and sports.		Unit 4. Goods: Students understand and produce language related to prices, clothing, furniture, food and drinks in order to learn how to ask for and purchase goods as well as get acquainted with the role of Customer Service and consumer's rights.	Numbers from 200 to 1000, clothing and accessories, furniture, food and drinks, seasons and weather, money denominations, prices up to \$500.00
Unit 5. Let's save the earth Vocabulary related to the eco-system is used to describe animals and their habitats as well as to ask and give information about the weather.		Unit 5. Holidays: Students recognize and use ordinal numbers, days of the week and months of the year in order to communicate ideas about age, and national and international holidays. Furthermore, they engage in conversations in order to tell age, place/date of birth and general personal information.	Dates (month/day/year), ordinal numbers: 1st to 31st, holidays, birthdays
Unit 6. What do you do? Actions and occupations as a framework to ask and give information about daily routines and future plans.		Unit 6. A perfect day Students interpret and use language related to time, habitual actions and entertainment in order to keep a conversation going about daily routines and schedules, frequency of habitual activities, hobbies and leisure time activities.	Telling the time, daily activities, hobbies/entertainment

Comparison Between The Former English Syllabus and The Current English Syllabus for Eighth Grade

FORMER ENGLISH SYLLABUS		CURRENT ENGLISH SYLLABUS	
DIDACTICAL UNITS OF FORMER ENGLISH SYLLABUS		DIDACTICAL UNITS	BLOCKS OF CONTENTS
Unit 1. Every day life The students describe their daily routine, and favorite activities, give reasons for their likes and dislikes, and plan future activities.		Unit 1. Getting to know my classmates: Students understand and produce language related to introductions, greetings and leave-takings, personal information, likes and dislikes in order to respectfully exchange personal information with peers and others and simultaneously develop a positive attitude toward English.	Formal and informal introductions, greetings and leave-takings, nicknames, vocabulary and expressions to exchange personal information, likes and dislikes
Unit 2. Tales from other lands Salvadorian short stories and traditions are the settings in which students practice narrating and writing short stories, talking about the past and expressing their preferences.		Unit 2. My school: Students identify vocabulary related to school facilities, personnel, courses, equipment, and activities in order to recognize characteristics and make comparisons. They produce language using comparatives and superlatives to denote degree in the school environment and develop an attitude of respect and commitment toward the school.	Identification of facilities, personnel, objects and equipment at school, comparison of objects, courses and facilities, description of school activities
Unit 3. The wonders of nature Students talk and write about changes in their personality and their body, ask and give information about food, describe a place, and express the need to preserve nature.		Unit 3. My home: Students recognize and produce language related to house, furniture, physical appearance and personality types in order to describe their own houses and family members; besides, they are encouraged sensitive behavior by using respectful language to improve relationships among family members.	House and furniture, physical appearance of relatives, personality of relatives, meaning of home
Unit 4. The world of sports The sense of cooperating in sports is the background in which students talk about sports and other activities, describe and compare different occupations, and accept or reject an invitation.		Unit 4. Let's go shopping : Students recognize and produce language related to clothes, personal care items, home appliances, groceries, and prices in order to exchange daily use information as well as value the importance of learning a foreign language as a tool to communicate ideas in the economic and social context.	Clothing and personal care items, home appliances, review of colors, prices up to \$1000.00, groceries and produce
Unit 5. Let's enjoy music Vocabulary related to music, native musical instruments and traditional festivities and food, are used to express abilities, preferences, describe people and places and narrate past events		Unit 5. Party time: Students interpret and generate language related to future plans, invitations, requests, expressions of agreement and disagreement in order to fulfill basic communication needs and value the importance of planning social, cultural or academic activities in advance.	Invitations, requests. expressions of agreement and disagreement
Unit 6. Not quantity but quality Eating out and types of food as a framework to express preferences, compare prices and quality, accept or refuse an invitation and make suggestions.		Unit 6. Healthy habits: Students recognize language related to healthy eating habits, exercising and sports, as well as the use of imperatives to give suggestions; in addition, they value and diffuse the importance of healthy habits to achieve personal well-being.	Food pyramid, eating habits, exercising and sports

Comparison Between The Former English Syllabus and The Current English Syllabus for Ninth Grade

FORMER ENGLISH SYLLABUS	CURRENT ENGLISH SYLLABUS	
DIDACTICAL UNITS OF FORMER ENGLISH SYLLABUS	DIDACTICAL UNITS	BLOCKS OF CONTENTS
<p>Unit 1. Our roots The students read and write about the past, describe continuous actions in the past, talk about traditions, and describe some social changes in El Salvador.</p>	<p>Unit 1. Making friends in the neighborhood : Students identify and produce language related to professional and academic background, plans for the weekend and invitations in a past-present-future time framework. They also improve the skills to make friends, which is of practical use in the classroom, the school and the neighborhood.</p>	<p>Professional and academic background of relatives and neighbors, plans for the weekend, expressions to make formal and informal invitations expressions to accept/refuse formal and informal invitations</p>
<p>Unit 2. Heroes are coming back Some geographical locations, traffic signs, personal characteristics and behavior make up the framework in which students ask and give directions to a place, follow instructions on social behavior, describe people, and express desires and plans.</p>	<p>Unit 2. The neighborhood: Students identify and demonstrate effective language use to ask for and give directions to get to places in the neighborhood or offices in a building, and simultaneously develop a sense of awareness to be helpful to other people who need directions.</p>	<p>Locations in the neighborhood, directions in the neighborhood, locations in a building</p>
<p>Unit 3. Life in the future Students describe what may happen in the future, express obligations and plans for the future and make predictions.</p>	<p>Unit 3. My hometown: Students comprehend and generate discourse to convey information on tourist attractions, festivities, local/regional food, and hometown's history and consequently promote cultural identity.</p>	<p>Tourist attractions, festivities, local/regional food, hometown history</p>
<p>Unit 4. The living planet The eco-system and weather conditions are the background in which students talk about mythology, develop environmental awareness and describe the weather in different places.</p>	<p>Unit 4. It's on sale!: Students understand and articulate discourse expressing data on foods, numbers, prices, shopping and implicitly encourage good spending habits.</p>	<p>Food, shopping , numbers 1000 to 1,000,000, prices up to \$1,000,000.00</p>
<p>Unit 5. Towns and cities in the world The students describe cities around the world, ask and give information about holidays and means of transportation, express opinions about cities, and create a strong awareness about environmental problems.</p>	<p>Unit 5. Entertainment: Students understand and elaborate messages, at sentence and paragraph levels, on leisure time activities and decisively socialize the practice of sound leisure time activities as a means to preserve physical and mental health and boost general cultural growth.</p>	<p>Leisure time activities (music, movies, books, games, sports)</p>
<p>Unit 6. The magic screen Television and the movie as a source of reference to ask and give information about preferences concerning kinds of movies, describe present and past events, express opinions and make suggestions.</p>	<p>Unit 6. You should visit the doctor: Students get meaning and operate successfully in communicating messages concerning to parts of the body, health problems, medications, feelings, suggestions and acquire good health care-taking habits to keep body healthy and be more productive in studies and work.</p>	<p>Parts of the body, health problems, medications, feelings, suggestions</p>

IV. Methodological Guidelines

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

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interacting, and understand that the appropriate morpho-syntactical structures are developed once the interaction begins.
2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to understand better.
3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching learning process must be varied.
5. This approach demands that the classroom be a center of interaction between the teacher and the students, and among the students themselves.
6. The classroom must be organized in teams. Of course, this does not mean that work must always be done in teams.
7. The communicative approach makes learning take place in a real situational context and it also makes it meaningful in a variety of situations of everyday life. Upon finishing ninth grade, students will have acquired the fundamental communicative skills to face reality skillfully.
8. Conceptual, procedural and attitudinal contents must not be isolated, since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process.
9. Communicative strategies must also be accounted for in the learning process. Teachers should make students aware of the way strategies are used to take full advantage of them.
10. Learning strategies are equally important since they contribute to the construction of the English language linguistic system. However, they need to be taught and controlled.
11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.
12. English teachers should be aware that English is learned through a creative construction process, being exposed to authentic material,

giving students the opportunity to construct hypothesis that may be tested through practice.

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

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

1. Explore background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker and present language in context.
3. Do controlled and free language practice.
4. Integrate macro skills and sub-skills in the teaching-learning process.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.
7. Encourage students to communicate as early as possible, in the teaching-learning process.
8. Mostly use target language in your classes.
9. Promote interaction and team work among students.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Care for equally promoting discourse fluency and accuracy.
13. Address students' cognitive needs as well affective ones.
14. Create a comfortable, confident and likeable teaching-learning atmosphere.
15. Use proper error correction techniques in order to not hurt students' feelings and hinder class participation.
16. Promote cross-cultural understanding and harmonious exchange with other cultures.
17. Teach across the curriculum to facilitate the education of exemplifying human beings and future professionals.
18. Wrap up classes to elicit the intended class learning and move on with the certainty the students have internalized knowledge to be successful in the forthcoming classes.
19. Provide feedback in case it is needed; evaluate students' learning and your teaching.

V. 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*¹².

Competencies to be evaluated

Teachers will ponder students learning outcomes by evaluating the following competencies¹³.

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 competencies¹⁴.

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.

¹² Evaluación al Servicio del Aprendizaje, Ministerio de Educación, 2007.

¹³ Currículo al Servicio del Aprendizaje, Ministerio de Educación, 2007.

¹⁴ Teaching Language in Context. Proficiency-Oriented Instruction, Alice C Omaggio, 1986, pages 7-8.

Types of evaluation

To evaluate students' language learning teachers must rely on norm-referenced testing but mostly on criterion-reference testing¹⁵. Criterion-referenced-testing classifies students according to whether or not they are able to perform some tasks or set of tasks satisfactorily. The tasks are set, and the performances.

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

Diagnostic tests¹⁶ are used to identify student's strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary. Consequently, they can be used at the beginning of each grade or cycle of education to diagnose student's proficiency level.

Progress achievement tests¹⁷ as their name suggests, are intended to measure the progress that students are making. Therefore, this kind of tests can be used halfway a grade or cycle of education to gather reliable evidence of learning progress.

Final achievement tests¹⁸ are those administered at the end of a course of study. They can be used to evaluate final learning achievement at the end of each grade or cycle of education.

Proficiency tests¹⁹ are designed to measure people's ability in a language regardless of any training they may have had before. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Being proficient means having sufficient command of the language for a particular purpose.

Evaluation criteria. The following are suggested criteria to evaluate oral and written production.

Criteria to evaluate oral production: fluency, pronunciation, vocabulary, grammatical competence, strategic competence, sociolinguistic competence and discourse competence.

Criteria to evaluate writing production: grammar, vocabulary, mechanics, fluency and form²⁰.

¹⁵ Testing for Language Teachers. Arthur Hughes, 1989, pages 17-18.

¹⁶ Testing for Language Teachers. Arthur Hughes, 1989, page 13.

¹⁷ Ibid, page 10.

¹⁸ Ibid, page 10.

¹⁹ Ibid, page 9.

²⁰ Ibid, pages 91-93.

Seventh Grade

ENGLISH

Seventh grade general objectives.

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

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

UNIT 1

Objectives

- ✓ Understand vocabulary related to introductions, greetings, names, numbers and courtesy expressions by listening to classmates, teacher and taped audio material in order to fulfill intended basic communication needs in the target language.
- ✓ Produce spoken and written texts related to introductions, greetings, names, numbers, and courtesy expressions in order to fulfill intended basic communication needs in the target language.
- ✓ Value the importance of learning English by participating in class and working cooperatively with classmates to initiate the learning process effectively.

NICE TO MEET YOU

Approximate time: 12 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Introductions ■ Simple greetings ■ Courtesy expressions ■ The alphabet ■ Numbers from 0 to 90 ■ Telephone numbers ■ Expressions to check and confirm information Grammar in context: <ul style="list-style-type: none"> ■ Verb to be: affirmative statements <ul style="list-style-type: none"> - I am Pablo Cortés. - She is my classmate. 	Listening <ul style="list-style-type: none"> ■ Identifying vowel and consonant sounds when spelling. ■ Recognizing numbers from 0 to 90. ■ Identifying expressions used to ask someone's name or name spelling. ■ Differentiating the -teen from -ty endings in numbers from 13 to 19 and from 30 to 90. ■ Discriminating greetings from courtesy expressions. Speaking <ul style="list-style-type: none"> ■ Introducing oneself. ■ Asking for and giving personal information. ■ Clarifying information given when spelling names and last names, and giving information. 	<ul style="list-style-type: none"> ■ Showing acceptance and tolerance of errors in spelling and identifying numbers. ■ Showing interest to find out peers' names and phone numbers. ■ Interacting politely and with respect when introducing oneself and others. ■ Showing respect while conversing. ■ Recognizing the importance of stress and intonation in the exchange of information or ideas. 	<ul style="list-style-type: none"> 1.1 Differentiates the sounds of consonant and vowel sounds at the discourse level. 1.2 Clearly spells his/her name both orally and in writing. 1.3 Differentiates accurately the -teen and -ty endings in numbers from 13 to 19 and from 30 to 90. 1.4 Correctly names and pronounces numbers from 0 to 90. 1.5 Correctly expresses numbers when counting to 50, giving addresses, and telephone numbers. 1.6 Respectfully exchanges greetings and courtesy expressions in a dialogue.

CONTENTS

CONCEPTS

- Possessive adjectives: my your, his, her.
- What's **your** telephone number?
- **My** telephone number is 22483371.
- Subject pronouns: I, you, he, she
- I am a student.
- **He** is my friend

Vocabulary:

- First/middle/last names

Useful expressions:

- How do you spell...? How do you say...? Could you spell Could you spell your...? How are you? How are you doing? Good, fine, O.K., not bad. Courtesy expressions: please, thank you, sorry, pardon me. Hi, hello, good morning, good afternoon, bye, good-bye, see you later.

PROCEDURES

- Spelling names and last names.
- Exchanging telephone numbers.
- Greeting people.
- Saying courtesy expressions.
- Striking up simple conversations by greeting, giving personal information, and using courtesy expressions.

Reading

- Recognizing letters of the alphabet.
- Recognizing telephone numbers.
- Identifying greetings and courtesy expressions.

Writing

- Copying telephone numbers.
- Spelling and writing names and last names
- Writing dialogues using greetings, giving personal information and courtesy expressions.

ATTITUDES

ACHIEVEMENT INDICATORS

- 1.7 Asks questions to confirm spelling and numbers.
- 1.8 Shows politeness and respect when addressing others.
- 1.9 Scans a text for information related with numbers and names.
- 1.10 Identifies greetings and courtesy expressions in a simple text.
- 1.11 Writes the numbers from 0 to 90 accurately.
- 1.12 Writes dialogues using greetings and courtesy expressions correctly.

UNIT 2

Objectives

- ✓ *Demonstrate effective use of intended vocabulary and structures in order to describe characteristics and location of classroom objects both orally and in writing.*
- ✓ *Talk about personal classroom belongings using demonstrative adjectives in order to exchange opinions about peers' classroom possessions.*
- ✓ *Give and follow classroom commands showing courtesy and respect in order to communicate within the classroom setting.*

THE CLASSROOM

Approximate time: 12 hours

CONTENTS			ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES		
Contents: <ul style="list-style-type: none"> ■ Classroom objects ■ Personal items ■ Colors ■ Possessions ■ Expressions of thanks ■ Common commands in the classroom Grammar in context: <ul style="list-style-type: none"> ■ To be: wh-questions, yes-no questions, negative statements, and short answers 	Listening <ul style="list-style-type: none"> ■ Identifying vocabulary related to classroom objects. ■ Recognizing expressions of thanks. ■ Responding to classroom commands. ■ Identifying and associating prepositions of place with spatial location. ■ Discriminating the phonetic difference between <i>this</i> /ðɪs/ and <i>these</i> /ðiːz/ 	<ul style="list-style-type: none"> ■ Following the class behavior code. ■ Thanking someone to show gratitude. ■ Showing respect for others' belongings. ■ Cooperating with peers in the classroom. ■ Showing politeness when giving commands. 	2.1 Accurately identifies personal classroom objects and belongings. 2.2 Clearly recognizes expressions of thanks in audio sources. 2.3 Responds physically to classroom commands. 2.4 Accurately discriminates the phonetic difference between <i>this</i> /ðɪs/ and <i>these</i> /ðiːz/ 2.5 Names classroom objects with correct pronunciation. 2.6 Describes classmates' classroom belongings.	

CONTENTS

CONCEPTS

- **Where** is the eraser?
- **Whose** book is this?
- **Is** your shirt expensive?
- Yes, **it is**. No, **it's not**.
- My book **isn't** here.
- Indefinite articles: a/an
- I have **a** red dress.
- This is **an** orange notebook.
- Prepositions of place: in/on/at/under
- Put your books **on** the desk.
- Is your pen **under** the table?
- Demonstratives: this/these/that/those
- What is **this**?
- What are **these**?
- **Those** are markers.
- Plurals
- I have three **books**.
- Those are big **boxes**.
- Vocabulary:**
- Board, eraser, book, notebook, pencil, pen, teacher, student, desk, chair, table, liquid paper, pencil sharpener, backpack, pencil case, box, etc.
- Useful expressions:**
- Go to the board. Close/open your books/the door, the windows. Work in groups/pairs. Make a circle. Sit down, stand up, erase the board, turn on/off the computer/lights. Thank you. Thanks. Thanks a lot. Thank you very much. You're welcome.

PROCEDURES

- Identifying the plural form of classroom objects.
- Speaking**
- Naming classroom objects.
- Describing classroom objects (color and location).
- Saying thank you.
- Strengthening the use of possessive adjectives to express possessions.
- Using commands to give instructions.
- Pronouncing the right phoneme of *this* and *these*.
- Pronouncing the right phonemes for plural endings.
- Reading**
- Scanning for classroom vocabulary.
- Identifying expressions of courtesy and thanks in different sources.
- Writing**
- Spelling vocabulary related to classroom objects and commands.
- Writing the plural of nouns.
- Writing descriptions of classroom objects.

ATTITUDES

ACHIEVEMENT INDICATORS

- 2.7 Locates classroom objects using the prepositions in/on/at/under.
- 2.8 Thanks peers with appropriate expressions.
- 2.9 Uses possessive adjectives accurately to talk about classroom belongings.
- 2.10 Expresses commands appropriate to intended purpose and situation.
- 2.11 Pronounces *this* /ðɪs/ and *these* /ðiːz/ correctly.
- 2.12 Successfully scans a text for classroom vocabulary.
- 2.13 Reads and identifies expressions of courtesy and thanks.
- 2.14 Spells the names of classroom objects accurately.
- 2.15 Writes the correct form of the plural of nouns.
- 2.16 Writes 3 to 4-sentence descriptions of color and location of classroom objects.

UNIT 3

MY FAMILY IS FROM EL SALVADOR

Approximate time: 27 hours

Objectives

- ✓ Use vocabulary related to family ties, language and nationalities in both oral and written discourse in order to give general information pertaining to age, nationality, number of family members, job, occupation and language.
- ✓ Express moods and qualities of people both orally and in writing to describe characteristics of family members.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Expressions for self-identification ■ Family members ■ Moods, emotions and physical description ■ Countries, nationalities and languages ■ Jobs and occupations ■ Numbers from 91 to 200 ■ Age <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ To be: yes-no questions, affirmative/negative statements, wh-questions (what/where/how) - Are you from San Salvador? - She's from Spain. - My parents are not Salvadoran. - Where are you from? 	<p>Listening</p> <ul style="list-style-type: none"> ■ Listening and listing family ties. ■ Listening and identifying people's nationality, language and age. ■ Listening and matching words with pictures of occupations. ■ Recognizing adjectives for mood and physical description. ■ Listening and discriminating the phonemes / s/, /z/, and /əz/ of the genitive case. 	<ul style="list-style-type: none"> ■ Showing interest in the information exchanged by peers. ■ Showing respect toward peers' descriptions. ■ Demonstrating empathy before others' concerns. ■ Showing interest in identifying and pronouncing the phonemes of the genitive case. ■ Being tolerant to others' reactions to someone's physical description. ■ Preventing the use of pejorative language to describe family members. 	<ul style="list-style-type: none"> 3.1 Correctly identifies family ties, people's nationalities, language and age from audio sources. 3.2 Matches words from audio input with pictures of occupations appropriately. 3.3 Accurately circles descriptive adjectives for mood and physical description of family members in a given text. 3.4 Clearly discriminates and reproduces the phonemes / s/, /z/, and /əz/ of the genitive case. 3.5 Identifies himself/herself with appropriate vocabulary. 3.6 Uses the correct word to identify family members.

CONTENTS

CONCEPTS

- Introduction to the past of be: affirmative statements
 - I **was** born in Peru.
 - My friends **were** here yesterday.
- Questions with do/does
 - **Do** you **live** in Sonsonate?
 - **What does** your father **do**?
- Subject pronouns: all forms
 - **He** is my best friend.
 - **They** are my grandparents.
- Genitive case: 's
 - My **aunt's** nationality is Honduran.
 - What's your **friend's** age?

Vocabulary:

- Mother, father, sister, brother, cousins, aunt, uncle, grandfather, grandmother, teacher, student, secretary, accountant, doctor, nurse, lawyer, police officer, carpenter, plumber, fire fighter, security guard, homemaker, Salvadoran, Canadian, Mexican, Guatemalan, Honduran, Nicaraguan, Costa Rican, North American, happy, sad, angry, quiet, shy, outgoing, polite, impolite, tall, short, thin, chubby, good looking, ugly.

Useful Expressions:

- What's your nationality? How old are you? I'myears old. What are you like? What's he/she like? Tell me about...How many people are there in your family?

PROCEDURES

Speaking

- Identifying oneself.
- Telling the number of family members in his/her family.
- Naming different family ties.
- Exchanging information about family members.
- Telling someone's age, language and nationality.
- Describing physical traits of family members.
- Describing people's mood.
- Pronouncing the phonemes /s/, /z/, and /əz/ of the genitive case.
- Incorporating the auxiliary do/does in negative and interrogative statements.

Reading

- Scanning vocabulary of family ties.
- Reading list of adjectives describing people's mood.
- Reading and recognizing descriptions of physical appearance.

Writing

- Drawing a family tree.
- Listing family members.
- Writing about physical traits.
- Writing an e-mail describing oneself and others.

ATTITUDES

ACHIEVEMENT INDICATORS

- 3.7 Tells family member's nationality, language and age without errors.
- 3.8 Exchanges information about oneself and others using accurate vocabulary and pronunciation.
- 3.9 Describes someone's mood with respect.
- 3.10 Accurately pronounces the phonemes /s/, /z/, and /əz/ of the genitive case.
- 3.11 Correctly incorporates the auxiliary do/does in negative and interrogative statements.
- 3.12 Scans basic vocabulary of family ties from a short written paragraph without mistakes.
- 3.13 Reads a list of most common adjectives describing people's mood with correct pronunciation.
- 3.14 Reads his/her classmate's descriptions of physical appearance at a sentence level.
- 3.15 Draws a family tree and writes a textual transcription of the ties without mistakes.
- 3.16 Writes a list of the 7 most important family members.
- 3.17 Writes a short paragraph about physical description of family members with no or few grammatical mistakes.
- 3.18 Avoids using pejorative language to describe someone's physical appearance in oral and written texts.

UNIT 4

Objectives

- ✓ Understand both oral and written language related to prices, clothing, furniture, food and drinks in order to learn how to ask for and purchase goods in the target language.
- ✓ Produce oral and written language related to prices, clothing, furniture, food and drinks in order to establish communication when purchasing goods.
- ✓ Get acquainted with the role of Customer Service through authentic material in order to become aware of consumer's rights.

GOODS

Approximate time: 28 hours

CONTENTS			ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES		
Contents: <ul style="list-style-type: none"> ■ Numbers from 200 to 1000 ■ Clothing and accessories ■ Furniture ■ Food and drinks ■ Seasons and weather ■ Money denominations ■ Prices up to \$500.00 Grammar in context: <ul style="list-style-type: none"> ■ Questions with <i>How much...?</i> <ul style="list-style-type: none"> - How much is that shirt? - How much are these oranges? 	Listening <ul style="list-style-type: none"> ■ Discriminating numbers from 200 to 1000 in different sources. ■ Identifying prices. ■ Listening and listing clothing items and accessories. ■ Discriminating among colors. ■ Recognizing names of furniture in oral discourse. ■ Associating oral input about food and drinks to pictures. 	<ul style="list-style-type: none"> ■ Participating in oral exchanges actively. ■ Showing appreciation for his/her classmates' remarks. ■ Complimenting his/her classmates' preferences for clothing and accessories. ■ Becoming aware of consumers' rights and the role of Customer Service. ■ Developing awareness of the value of money. 	<ul style="list-style-type: none"> 4.1 Clearly discriminates numbers from 200 to 1000 from diverse recorded material. 4.2 Accurately writes down the prices of different clothing items and accessories from oral sources. 4.3 Identifies different clothing items and accessories by correctly pointing at them. 4.4 Discriminates colors of the most commonly used clothing items, accessories, furniture, food and drinks. 4.5 Identifies and circles food mentioned in a recording.. 4.6 Actively gets involved in conversations about clothes, accessories, furniture, food and drinks. 	

CONTENTS

CONCEPTS

- Subject pronouns (it/they)
- **It's** twelve dollars.
- **They** are expensive.
- Demonstratives: this/these/that/those
- **This is** a blue dress.
- **Those** are my favorite shoes.
- Plurals
- I like those **blouses**.
- How much are these **watches**?

Vocabulary:

- Pants, blouse, jeans, socks, shoes, shirt, T-shirt, shorts, skirt, belt, watch, glasses, table, chair, bed, sofa, desk, lamp, bread, beans, cheese, milk, coffee, soda, juice, water, cereal, fruits, chicken, meat, salad.

Red, green, yellow, orange, purple, pink, gray, black, white, brown, blue, dime, penny, nickel, quarter, summer, spring, fall, winter, sunny, hot, cloudy, etc.

Useful Expressions:

- May I help you? How can I help you? That's expensive/cheap! Can I see that/those...? Anything else? Is that all? Do you have change for a twenty? Here's your change. That'll be all, thanks.

PROCEDURES

Speaking

- Talking about clothing and accessories.
- Describing the relationship between clothes worn and weather.
- Identifying the color of objects.
- Naming pieces of furniture.
- Exchanging information about favorite food/drink/fruit/vegetable.
- Saying the color of food items.
- Talking about grocery shopping.
- Asking for and telling prices.

Reading

- Scanning words related to clothing.
- Reading ads for furniture.
- Reading a shopping list.
- Reading about food in different sources.

Writing

- Writing the price of goods.
- Listing clothing items and furniture.
- Writing a shopping list.
- Writing descriptions of goods.

ATTITUDES

ACHIEVEMENT INDICATORS

- 4.7 Politely compliments his/her classmates for their taste in clothes.
- 4.8 Appropriately lists the most commonly used clothing items and accessories depending on the weather.
- 4.9 Names pieces of furniture with correct pronunciation.
- 4.10 Actively exchanges information about his/her favorite food/drink/fruit/ vegetable.
- 4.11 Talks with peers about food usually bought at the supermarket while showing interest to their remarks.
- 4.12 Tells prices from pictures of clothes and accessories with their corresponding price tags.
- 4.13 Scans words related to clothing from a short text.
- 4.14 Reads and identifies color and price of items in furniture ads.
- 4.15 Reads his/her classmates' shopping list.
- 4.16 Writes the price of goods mentioned by classmates.
- 4.17 Lists clothing items and furniture with accurate spelling.
- 4.18 Writes a shopping list with correct usage of singular and plural forms.
- 4.19 Writes descriptions of some goods displayed in given pictures.

UNIT 5

HOLIDAYS

Objectives

- ✓ Recognize and use ordinal numbers, days of the week and months of the year in order to communicate ideas about age, holidays and the most frequent activities carried out during holidays.
- ✓ Engage in lively conversations in order to tell age, place/date of birth and general personal information as well as to describe national and international holidays and the most frequent activities carried out during these holidays.

Approximate time: 14 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Dates (month/day/year) ■ Ordinal numbers: 1st to 31st ■ Holidays ■ Birthdays Grammar in context: <ul style="list-style-type: none"> ■ Prepositions of time: in, on - Independence Day is in September. - What do you do on Mother's Day? ■ To be: wh-questions - When is your birthday? - What is the main holiday in San Salvador? 	Listening <ul style="list-style-type: none"> ■ Listening and circling days of the week in different sources. ■ Identifying months in different sources. ■ Associating dates to holidays. ■ Identifying action verbs associated with holidays. ■ Picking out specific information about age and holidays. ■ Distinguishing the intonation of yes-no and wh- questions. ■ Differentiating the phonemes /s/, /z/, and /əz/ of the third person singular. 	<ul style="list-style-type: none"> ■ Showing respect before peers' accounts on ways they celebrate holidays. ■ Being interested in classmates' participation. ■ Being polite when asking and answering questions. ■ Tolerating classmates' language skills weaknesses. ■ Cooperating with other students in group activities 	<ul style="list-style-type: none"> 5.1 Identifies the correct day of the week from a list of dates in a conversation and diverse oral input about people's age. 5.2 Identifies and writes the months mentioned in diverse listening input. 5.3 Identifies and associates action verbs from audio material with the corresponding holiday. 5.4 Successfully picks out specific information from conversations of peers, teacher and audio related to age and holidays. 5.5 Clearly distinguishes and applies the rising and falling intonation of questions. 5.6 Differentiates and correctly reproduces the phonemes /s/, /z/, and /əz/ of the third person singular in affirmative sentences in the present tense. 5.7 Accurately pronounces the days of the week and months of the year.

CONTENTS

CONCEPTS

- Do/Does: wh- Questions
- **What do** you **do** on your birthday?
- **When do** you **celebrate** Labor Day?
- The present tense: action verbs in all forms
- We **eat** lots of food for Christmas.
- She **doesn't work** on New Year's Eve.

Vocabulary:

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, Holy Week, Mother's Day, Independence Day, Teacher's Day, Christmas, New Year's Eve, All Souls' Day, Day of the Cross, Labor Day. Go, like, have, dance, eat, drink.

Useful Expressions:

- What's your favorite holiday? How do you celebrate...? What's special about that day? My birthday is coming. My birthday is on...What does your family do on...?

PROCEDURES

Speaking

- Saying days of the week and months of the year.
- Telling dates.
- Pronouncing ordinal numbers.
- Saying ordinal numbers in sequence.
- Asking and telling people's age, date and place of birth.
- Asking and telling names of streets with ordinal numbers.
- Asking and answering wh- and yes-no questions in the present tense.
- Describing common activities for holidays.

Reading

- Reading and matching descriptions with holidays.
- Reading and recognizing dates.
- Reading and paraphrasing classmates' written paragraphs.

Writing

- Writing the spelling of ordinal numbers.
- Writing days of the week and months of the year.
- Writing sentences from prompts.
- Writing descriptive paragraphs.

ATTITUDES

ACHIEVEMENT INDICATORS

- 5.8 Tells the dates of birthdays, holidays and important events with adequate word order and correct use of the prepositions *in* and *on*.
- 5.9 Gives the right pronunciation to the ending of the ordinal numbers.
- 5.10 Says the ordinal numbers in the correct sequence up to 31st.
- 5.11 Asks and tells people's age, date and place of birth with correct pronunciation and grammatical accuracy.
- 5.12 Asks and tells names of streets with the correct use of ordinal numbers.
- 5.13 Asks and answers wh- and yes-no questions in the present tense with grammatical accuracy.
- 5.14 Respectfully describes his/her town's and family's common activities for holidays.
- 5.15 Successfully matches written descriptions with the holiday described.
- 5.16 Reads and recognizes dates of holidays and events in calendars, magazine and newspaper articles.
- 5.17 Reads and paraphrases classmates' written paragraphs on holidays and celebrations.
- 5.18 Correctly writes the spelling of ordinal numbers next to its graphic symbol.
- 5.19 Writes the days of the week and months of the year with accurate spelling.
- 5.20 Writes grammatically correct sentences in the present tense from prompts provided by the teacher.
- 5.21 Writes 5 to 6-line paragraphs describing most common actions done by family members during holidays.

UNIT 6

Objectives

- ✓ Recognize language related to time, habitual actions and entertainment in order to establish a conversation about daily routines, schedules, frequency of activities, personal hobbies and leisure time activities.
- ✓ Use vocabulary and structures learned, by exchanging oral and written language, in order to talk about daily routines, daily schedules, frequency of habitual activities, personal hobbies and leisure time activities.

A PERFECT DAY

Approximate time: 27 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Telling the time ■ Daily activities ■ Hobbies/entertainment Grammar in context: <ul style="list-style-type: none"> ■ Prepositions of time: in, on, at <ul style="list-style-type: none"> - I do my homework in the afternoon. - We eat dinner at six o'clock. - She plays tennis on Saturdays. ■ Frequency adverbs <ul style="list-style-type: none"> - I usually eat lunch at school. - He never wakes up after eight. - We hardly ever watch TV at night. 	Listening <ul style="list-style-type: none"> ■ Recognizing the time in English. ■ Associating time expressions to different moments of the day. ■ Recognizing the use of prepositions of time. ■ Identifying verbs to describe daily activities. ■ Recognizing vocabulary related to hobbies and leisure time activities. ■ Associating adverbs to the frequency of habitual activities. ■ Distinguishing the use of "did" to express the past. ■ Differentiating the phonemes /t/, /d/, and /əd/ of the regular past tense. 	<ul style="list-style-type: none"> ■ Appreciating his/her classmates' comments and opinions. ■ Showing enthusiasm while narrating accounts. ■ Listening attentively to classmates and teacher. ■ Asking and answering questions politely. ■ Helping shier students feel confident while speaking. ■ Being aware that mistakes are part of the learning process. ■ Being thorough at incorporating new language. studied in class to classroom use. ■ Using his/her imagination and creativity to perform specific tasks. 	<ul style="list-style-type: none"> 6.1 Clearly recognizes different forms to tell the time of the day in diverse oral input. 6.2 Identifies an associates time expressions from audio sources to different moments of the day. 6.3 Attentively listens and identifies actions in the past from teacher's and classmates' stories. 6.4 Clearly differentiates and reproduces the phonemes /t/, /d/, and /əd/ of the regular past tense. 6.5 Uses appropriate expressions to tell the hours, half hours, quarters and minutes. 6.6 Appropriately asks and answers questions dealing with daily routines and habits. 6.7 Accurately tells the frequency of some habitual activities in El Salvador. 6.8 Confidently exchanges information about their daily schedule for personal activities at home, work and school.

CONTENTS

CONCEPTS

- Introduction to simple past: questions with *what* and *where* and affirmative statements
- **What did** you **do** yesterday?
- **Where did** you **go** on Saturday?
- **I went** to the park last weekend.
- Expressions of time
- I exercise **in the morning**.
- My parents went to the movies **last night**.
- **Yesterday** I had an exam.

Vocabulary:

- In the morning/ afternoon/ evening, at night/ noon/ midnight, o' clock, a quarter after ..., a quarter to ..., yesterday, last night, last weekend, usually, often, never, always, hardly ever, rarely, wake up, get up, take, eat, have, brush, get, dress, go, play, study, watch, live.

Useful Expressions:

- What time is it? It's....What time do you wake up? I wake up at...What are your hobbies? What do you do every day? How often do you...? How was your weekend?

PROCEDURES

Speaking

- Asking and telling the time.
- Sharing information about daily routines and habits.
- Telling the frequency of some habitual activities.
- Exchanging information about hobbies and recreational activities.
- Discussing the elements of a perfect day.
- Narrating an exciting experience in the past.
- Expressing likes and dislikes.
- Pronouncing the phonemes /t/, /d/, and /əd/ of the regular past tense.
- Incorporating "did" to questions and negative statements.
- Using the right intonation to communicate meaning.

Reading

- Reading vocabulary classified by categories.
- Matching words with definitions.
- Guessing vocabulary from context.
- Reading classmates' descriptions.
- Getting the main idea of a text.
- Scanning texts for specific information

Writing

- Writing sentences about likes and dislikes.
- Completing timetables.
- Completing controlled written drills.
- Listing hobbies and recreational activities.
- Writing short descriptions of daily routines.
- Writing a paragraph describing a perfect day.

ATTITUDES

ACHIEVEMENT INDICATORS

- 6.9 Eagerly asks and answers questions about hobbies and recreational activities.
- 6.10 Uses his/her imagination vividly to engage in classroom discussions related to the description of a perfect day.
- 6.11 Narrates an exciting experience in the past, using the correct form of the most common regular and irregular verbs and the right intonation to communicate meaning.
- 6.12 Correctly pronounces the phonemes /t/, /d/, and /əd/ of the regular past tense.
- 6.13 Incorporates the auxiliary "did" in negative and interrogative statements of the past tense.
- 6.14 Successfully reads vocabulary classified by categories, related to daily activities, hobbies and the entertainment business.
- 6.15 Appropriately matches words with definitions from authentic written sources.
- 6.16 Guesses vocabulary from context from a reading on leisure time activities.
- 6.17 Reads and paraphrases classmates' descriptions showing respect and enthusiasm.
- 6.18 Skims a text about hobbies and leisure time activities.
- 6.19 Successfully scans specific information from a given text.
- 6.20 Writes sentences about likes and dislikes using verbs in the affirmative and negative form
- 6.21 Correctly completes timetables in information gap activities.
- 6.22 Fills in the blanks of controlled written drills with the past tense of verbs.
- 6.23 Lists her/his favorite hobbies and recreational activities by categories and with correct spelling.
- 6.24 Writes an 8 to 10-line description of daily routines incorporating frequency adverbs and affirmative, negative and interrogative sentences in the present tense.
- 6.25 Writes a 6 to 8-line paragraph describing a perfect day he/she had, with unity, correct spelling and the accurate use of the past tense

Eighth Grade

ENGLISH

Eighth grade general objectives.

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

- Identify vocabulary related to school facilities, personnel, courses, equipment, and activities by listening to texts and peers in order to recognize characteristics of the school environment and develop an attitude of respect and commitment toward it.
- Understand and produce language related to housing, furniture, physical appearance and personality, by interacting with peers, in order to exchange personal information and opinions with respect and courtesy.
- Recognize and produce language related to goods, by interacting with peers, in order to exchange opinions and ideas about their economic and social context.
- Interpret and generate language related to future plans, invitations, requests, expressions of agreement and disagreement by writing texts and listening to oral input in order to exchange ideas in social, cultural or academic situations.
- Recognize and produce language related to healthy life habits by describing activities and giving suggestions in order to exchange opinions about the importance of healthy habits.

UNIT 1

GETTING TO KNOW MY CLASSMATES

Objectives

- ✓ Understand sentence-level written and oral language related to introductions, greetings and leave-takings, personal information, likes and dislikes by listening to authentic conversations and audio material in order to communicate with peers and others.
- ✓ Produce oral and written sentence-level texts related to introductions, greetings and leave-takings, personal information, likes and dislikes by using vocabulary, expressions and grammatical structures to fulfill basic communication needs in English.
- ✓ Develop a positive attitude toward English to exchange personal information with respect and establish a cordial relationship with peers.

Approximate time: 9 hours

CONTENTS		ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Formal and informal introductions, greetings and leave-takings ■ Nicknames ■ Vocabulary and expressions to exchange personal information ■ Likes and dislikes Grammar in context: <ul style="list-style-type: none"> ■ Review of verb to be and the simple present <ul style="list-style-type: none"> - Ana is a good student. - Luis plays baseball. - Do you like sports? 	Listening <ul style="list-style-type: none"> ■ Recognizing formal and informal introductions, greetings and leave takings. ■ Identifying deletions and clusters in language used to exchange personal information. ■ Recognizing the phonemes /s/, /z/, and /əz/ of the third person singular form of action verbs.. Speaking <ul style="list-style-type: none"> ■ Greeting and introducing people formally and informally. 	<ul style="list-style-type: none"> ■ Demonstrating interest in listening to personal information. ■ Showing respect for others when exchanging personal information. ■ Cooperating with peers in teamwork. ■ Developing a positive attitude toward sharing personal preferences with peers. ■ Participating in dialogues with confidence. 	<ul style="list-style-type: none"> 1.1 Recognizes formal and informal introductions, greetings and leave takings. 1.2 Clearly identifies deletions and clusters in language when exchanging personal information. 1.3 Recognizes the phonemes /s/, /z/, and /əz/ of the third person singular form in audio and written sources. 1.4 Expresses formal and informal greetings with correct pronunciation and intonation. 1.5 Introduces himself/herself and others correctly. 1.6 Addresses his/her teachers and partners adequately, formally and informally.

CONTENTS

CONCEPTS

- Review of possessive adjectives (my, your, his, her, our, their)
- **My** last name is López.
- **Our** teacher is Mr. Ruiz.
- Review of subject pronouns (I, you, he, she, it, we, you, they)
- I like soccer. **It** is fun.
- **They** are my friends.

Vocabulary:

- Titles: Mr., Miss, Mrs. Ms.
- Leisure time activities: listen to music, net surfing, watch TV, go bike riding, play sports, read magazines, play video games, go out with friends, visit relatives, go shopping, go to the park, go to the movies, go dancing, etc.
- Basketball, soccer, softball, volleyball, chess, magazines, e-mail, chat room, movies: science fiction, adventure, drama, thrillers, soap operas, television series, documentaries, etc.

Useful expressions:

- Could you spell your...? Excuse me, are you....? This is Maria. Maria, this is Pedro. Nice meeting you! Sorry, but I have to go. Nice talking to you. Talk to you later. Take care!
- What do you do in your spare time? What does she/he do in her/his spare time? Do you like pop music? I watch TV. I listen to music. I play soccer. I like listening to classical music.

PROCEDURES

- Using titles and nicknames when addressing others.
- Asking for personal information.
- Asking for and expressing likes and dislikes about music, sports, and movies.

Reading

- Scanning for personal information.
- Identifying key words related to personal preferences and physical activities.
- Identifying main ideas related to recreational activities.

Writing

- Filling out personal information cards.
- Writing a personal ad.
- Writing e-mails to greet.
- Writing original sentences and dialogues related to personal information, likes, and dislikes.
- Writing about sports and other personal preferences.

ATTITUDES

- Completing academic tasks with creativity.
- Showing acceptance and tolerance of errors as part of the learning process.

ACHIEVEMENT INDICATORS

- 1.7 Asks and answers short questions related to personal information.
- 1.8 Correctly asks and answers short questions to find out personal likes and dislikes.
- 1.9 Expresses likes and dislikes with confidence and clarity.
- 1.10 Finds specific information in written texts.
- 1.11 Identifies main ideas in short written texts.
- 1.12 Fills out information cards using the required personal information with clarity and accuracy.
- 1.13 Writes a personal ad with the required information and creativity.
- 1.14 Writes original e-mails to greet with appropriate vocabulary and grammar.
- 1.15 Labels illustrations related to personal likes and dislikes with the correct vocabulary.
- 1.16 Writes original dialogues about personal information and preferences with correct spelling and syntax.

UNIT 2

Objectives

- ✓ Identify vocabulary related to school facilities, personnel, courses, equipment, and activities in order to recognize characteristics and make comparisons.
- ✓ Produce oral and written language by comparing people, objects, and different issues in a school setting.
- ✓ Develop an attitude of respect and commitment toward the school by becoming aware of characteristics and differences in order to create a positive learning environment.

MY SCHOOL

Approximate time: 12 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Identification of facilities, personnel, objects and equipment at school ■ Comparison of objects, courses and facilities ■ Description of school activities <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Review of the verb to be <ul style="list-style-type: none"> - This is the library. - They are secretaries. ■ Comparative of adjectives: <ul style="list-style-type: none"> - This room is nicer than the other one. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying vocabulary related to objects, personnel, courses, and places in the school. ■ Picking out key information on the characteristics of school objects, personnel, courses and facilities. ■ Recognizing the phoneme /ð/ in the definite article "the" and in "than". <p>Speaking</p> <ul style="list-style-type: none"> ■ Identifying and naming the different areas, personnel, courses, and activities in the school. 	<ul style="list-style-type: none"> ■ Showing respect to the school personnel. ■ Developing tolerance toward personal and physical differences. ■ Showing interest in constant practice to polish pronunciation. ■ Showing respect toward other people's possessions. ■ Completing academic tasks with creativity. ■ Cooperating actively in team work. 	<ul style="list-style-type: none"> 2.1 Identifies places, objects, and courses at school in audio sources. 2.2 Identifies information about comparisons when listening to recorded material. 2.3 Correctly reproduces the sound for /ð/ in <i>the</i> and <i>than</i>. 2.4 Correctly names and pronounces vocabulary related to school facilities, personnel, and courses. 2.5 Orally compares things, people, and places with respect and grammatical accuracy. 2.6 Confidently expresses preferences on school activities. 2.7 Identifies vocabulary related to school facilities, personnel, courses and activities in texts.

CONTENTS

CONCEPTS

- The cafeteria is **bigger than** the main office.
- The laboratory is **more modern than** the cafeteria.
- Superlative of adjectives:
- Our school is **the biggest** in the country.
- This is **the most important** assignment.
- Possessive pronouns: mine, yours, his, hers, ours, theirs
- This book is **hers**.
- They are friends **of ours**.
- Review of indefinite articles: a/an
- We have **a** printer in our classroom.
- Math is **an** interesting class.
- Definite article the
- **The** microscope in **the** lab is old.
- Vocabulary:**
- School facilities: classroom, laboratory, library, cafeteria, principal's office, office, gym, yard, play ground, BKB court, soccer field, computer room, teachers' room, bathroom.
- School personnel: principal, teacher, secretary, janitor, psychologist, P.E. teacher.
- Equipment: projector, microscope, computer, keyboard, CPU, printer, fax machine, photocopier, scanner, bookshelves.

PROCEDURES

- Comparing the areas, personnel, courses, and activities in the school.
- Expressing the superlatives of the different areas, courses, and activities in the school.
- Reading**
- Recognizing vocabulary related to school.
- Identifying differences between objects and places in different sources.
- Scanning for specific language related to the different levels of comparison.
- Writing**
- Labeling the school areas.
- Illustrating and labeling the school personnel.
- Writing comparisons.
- Making posters related to courses or subjects.

ATTITUDES

ACHIEVEMENT INDICATORS

- 2.8 Identifies differences between school objects, places, and courses with precision in written material.
- 2.9 Scans an article for specific vocabulary related to comparisons of school objects, places, and activities.
- 2.10 Labels the different school areas and personnel using the correct vocabulary.
- 2.11 Writes original sentences using comparatives and superlatives.
- 2.12 Draws and labels posters with creativity.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ■ Courses: Mathematics, Science, Social Studies, English, Spanish Language and Literature, Physical Education, Technology. ■ School activities: Science Fair, Achievement Fair, Literature contest, competitions, song festival, gastronomic festival, civics week. <p>Useful expressions:</p> <ul style="list-style-type: none"> ■ What do you have in your classroom? There is/There are.... What classes do you have? What is the easiest/ hardest class? Who's the principal at your school? What's your teacher's name? Who's your best friend? 			

UNIT 3

Objectives

- ✓ Recognize oral and written language related to house, furniture, physical appearance and personality types by listening to audio material and reading texts in order to describe their own houses and family members.
- ✓ Produce oral and written language by describing house spaces and furniture, physical appearance, and personality of family members, in order to communicate the ideas of home and family.
- ✓ Encourage a sensitive behavior by using respectful language in order to improve relationships among family members.

MY HOME

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ House and furniture ■ Physical appearance of relatives ■ Personality of relatives ■ Meaning of home Grammar in context: <ul style="list-style-type: none"> ■ Adjectives for describing appearance and personality <ul style="list-style-type: none"> - My mom is short and slim. - Your sister is pretty. ■ Be + adjective <ul style="list-style-type: none"> - I'm outgoing. - Paul is quiet. 	Listening <ul style="list-style-type: none"> ■ Identifying vocabulary related to places, furniture, physical appearance, personality and values in the family. ■ Picking out key words about places and furniture in the house, physical appearance, personality and values in the family. ■ Recognizing people through physical and personality descriptions. Speaking <ul style="list-style-type: none"> ■ Listing the different areas and furniture in the house. ■ Asking and telling about people's appearance. ■ Asking about people's personality 	<ul style="list-style-type: none"> ■ Reinforcing the values of tolerance, respect, and support in the family. ■ Showing respect toward the differences in physical appearance and personality among peers. ■ Cooperating to keep a clean and healthy environment at home. ■ Being conscious about the importance of having good relationships at home. ■ Creating expectation for further learning improvement. ■ Practicing cooperation when working in teams. 	<ul style="list-style-type: none"> 3.1 Identifies places and furniture in the house, physical features and personality types in audio sources. 3.2 Answers oral questions related to physical appearance and personality of relatives with accuracy. 3.3 Successfully recognizes people from oral physical and personality descriptions. 3.4 Lists the different spaces and furniture in the house. 3.5 Classifies and locates the furniture in the different rooms. 3.6 Describes the physical appearance as well as personality of the family members with complete and correct sentences. 3.7 Asks and answers questions about family members' appearance and personality. 3.8 Confidently gives short speeches about favorite chores at home.

CONTENTS

CONCEPTS

- Simple present wh- questions
 - **What does** your brother **look** like?
 - **Where do** you **do** your homework?
- Review of prepositions of place: *in, at, on*
 - I do my homework **in** my bedroom.
 - The family room is **on** the second floor.

Vocabulary:

- Places in the house: living room, kitchen, dining room, bedroom, bathroom, garden, yard, garage, stairs, first floor, second floor, home safety, protection, comfort, support, etc.
- Furniture: sofa, armchairs, coffee table, lamp, mirror, telephone, television set, clock, refrigerator, stove, microwave oven, sink, table, chairs, china cabinet, curtains, bed, closet, wardrobe, fan, bookcase.
- Physical appearance: tall, short, thin, heavy, slim, good-looking, pretty, handsome, beautiful, ugly, young, middle-aged, blond/gray/ brown/ black hair, curly/ wavy/straight hair, blue/green/ brown eyes, brunette, clear, dark skin.
- Personality: outgoing, shy, easygoing, talkative, stubborn, quiet, friendly, serious.

Useful expressions:

- This is my family. Who is she? Which one is your sister? That's/ She's my sister, mother. That's/ He's my father, brother. Where's your mother? My mother is in the garden. What does home mean?

PROCEDURES

- Describing people's personality.
- Describe people's physical appearance.
- Expressing the meaning of home.
- Talking about favorite chores at home.

Reading

- Recognizing vocabulary related to places in the house.
- Identifying main ideas in texts about home and family.
- Scanning for specific language related to physical appearance and personality

Writing

- Illustrating and labeling the spaces at home.
- Writing descriptions of people.
- Investigating and copying the meaning of words related to values in the family.
- Writing synonyms and antonyms for vocabulary related to home and family.
- Describing the uses of furniture and appliances.

ATTITUDES

ACHIEVEMENT INDICATORS

- 3.9 Identifies vocabulary for spaces in the house and furniture in written material.
- 3.10 Properly identifies main ideas about family topics in texts.
- 3.11 Successfully scans a text for specific information on people's features and personality.
- 3.12 Draws and labels the different spaces at home with creativity.
- 3.13 Describes the family members with the correct vocabulary and grammatical structures.
- 3.14 Writes synonyms and antonyms for vocabulary related to home and family with accuracy.
- 3.15 Writes a 75-word description about the use of the most important pieces of furniture at home.

UNIT 4

Objectives

- ✓ Recognize oral and written language related to clothes, personal care items, home appliances, groceries, and prices by reading and listening to classmates, teacher and taped audio material in order to exchange daily use information.
- ✓ Produce spoken and written language related to clothes, personal care items, home appliances, groceries, and prices in order to fulfill basic communication needs.
- ✓ Value the importance of learning a foreign language as a tool to communicate ideas in the economic and social context.

LET'S GO SHOPPING

Approximate time: 27 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Clothing and personal care items ■ Home appliances ■ Review of colors ■ Prices up to \$1000.00 ■ Groceries and produce Grammar in context: <ul style="list-style-type: none"> ■ Present continuous - What is she wearing? - I'm wearing a red blouse and blue jeans. 	Listening <ul style="list-style-type: none"> ■ Identifying vocabulary related to clothing, personal care items, home appliances, groceries and produce in different sources. ■ Picking out key words on colors, clothing, personal care items, home appliances and groceries from different sources. ■ Recognizing prices of clothing and personal care items, home appliances and groceries. ■ Discriminating the sound / θ / in numbers. 	<ul style="list-style-type: none"> ■ Stress the importance of dressing appropriately at school and out of school. ■ Interacting with respect when asking and answering about prices. ■ Promoting the development of local commerce and industry. ■ Becoming aware of the relation quality-price when choosing items. ■ Showing interest in purchasing healthy and environment-friendly foods and items. 	<ul style="list-style-type: none"> 4.1 Successfully recognizes vocabulary and key words related to clothing, personal care items, home appliances and groceries from recorded material. 4.2 Recognizes prices up to \$1000.00 from peers and teacher's oral input and recorded material. 4.3 Clearly discriminates and reproduces the phoneme /θ/ in numbers three, thirteen, thirty and thousand. 4.4 Describes what his/her partners are wearing with correct word order. 4.5 Correctly asks and answers questions about colors of items. 4.6 Asks for and gives prices up to one thousand with correct pronunciation and grammatical accuracy.

CONTENTS

CONCEPTS

- *How much* versus *how many*
- **How much** rice do you need?
- **How many** oranges do you want?
- Quantifiers
- There is **some** milk in the refrigerator.
- I need **a lot of** apples for the cake.
- Count and mass nouns
- I need a little **salt** for the salad.
- Would you like some **carrots**?
- Any / some
- We don't have **any** juice.
- There are **some** cookies left.

Vocabulary:

- Trousers, jacket, suit, raincoat, sandals, sneakers, boots, tie, hat, cap, TV, stereo, DVD, camcorder, cell phone, microwave oven, refrigerator, stove, a can of, a box of, a bottle of, a head of, a crate of, a bowl of, a loaf of, a slice of, a little, a few, a lot of, a bag of, a pound of, tuna, rice, orange juice, lettuce, grapes, soup, bread, ham, salt, sugar, pineapples, watermelon, cream, oil, ground beef.

Useful Expressions:

- How can I help you? I need/ want/ would like...., please. Are there any...? Is there any...? Do you have any...? What else do we need? Let's go shopping. That's all

PROCEDURES

Speaking

- Asking about and describing the clothes and colors people are wearing.
- Asking about and telling the color of items.
- Asking for and giving prices.
- Listing groceries and produce.
- Naming home appliances in a house.
- Asking and answering about the existence of different groceries or foods.
- Talking about favorite foods.

Reading

- Recognizing vocabulary for clothing, personal care items, home appliances and groceries.
- Scanning for prices up to one thousand in different sources.
- Extracting main ideas on shopping from different texts.

Writing

- Illustrating and labeling clothing items, home appliances and groceries.
- Filling out questionnaires on prices.
- Writing sentence-level descriptions about people's clothes.
- Writing simple recipes.

ATTITUDES

ACHIEVEMENT INDICATORS

- 4.7 Clearly names samples and illustrations of groceries and foods.
- 4.8 Accurately uses some/any when describing recipes or favorite foods.
- 4.9 Uses quantifiers correctly when listing count and mass nouns.
- 4.10 Scans newspaper and magazine articles for vocabulary related to clothing and personal care items.
- 4.11 Successfully recognizes prices on paper and online catalogs.
- 4.12 Creatively illustrates and labels clothing and personal care items.
- 4.13 Correctly fills out questionnaires about prices of clothing, personal care items, home appliances and groceries.
- 4.14 Writes sentence-level descriptions about people's clothes with adequate syntax and correct spelling.
- 4.15 Writes simple recipes with correct spelling and appropriate usage of quantifiers.

UNIT 5

Objectives

- ✓ Interpret oral and written language related to future plans, invitations, requests, expressions of agreement and disagreement in order to fulfill basic communication needs.
- ✓ Generate spoken and written sentence-level language by expressing future plans, making, accepting, or declining invitations, making requests and showing agreement or disagreement in order to establish a successful social relationship.
- ✓ Value the importance of planning social, cultural or academic activities in advance.

PARTY TIME

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Invitations ■ Requests ■ Expressions of agreement and disagreement Grammar in context: <ul style="list-style-type: none"> ■ Future with BE+GOING TO <ul style="list-style-type: none"> - I'm going to have a birthday party. - We're going to celebrate Teacher's Day. ■ Adverbs of time <ul style="list-style-type: none"> - I'm going to arrive early at the party. - Do you want to join us for lunch tomorrow? 	Listening <ul style="list-style-type: none"> ■ Using pre-listening strategies. ■ Recognizing vocabulary related to invitations and requests in different sources. ■ Picking out key words related to future plans, adverbs of time and expressions of agreement and disagreement. ■ Recognizing the sounds /gonna/ for "going to" and /wanna/ for "want to" in speaking. Speaking <ul style="list-style-type: none"> ■ Asking and telling about future plans. ■ Making invitations to different activities or events. 	<ul style="list-style-type: none"> ■ Showing courtesy when making and accepting invitations. ■ Cooperating actively in planning celebrations among peers. ■ Promoting positive attitudes toward traditional local festivities. ■ Showing interest in making plans for the future. ■ Being polite when making requests. ■ Developing awareness toward the role of learning strategies in the acquisition of a foreign language. 	<ul style="list-style-type: none"> 5.1 Uses pre-listening strategies (prediction, building background knowledge) before listening activities. 5.2 Recognizes vocabulary related to invitations and requests in audio sources and from peers' oral input. 5.3 Picks out key words related to future plans, adverbs of time and expressions of agreement and disagreement from recorded material and authentic oral input. 5.4 Clearly recognizes and reproduces the sounds /gonna/ for "going to" and /wanna/ for "want to". 5.5 Correctly asks and answers questions about future plans. 5.6 Makes invitations to different events with grammatical accuracy. 5.7 Politely accepts or declines invitations from partners.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ■ Review of prepositions of time and place <ul style="list-style-type: none"> - The celebration will be in the afternoon. - Can you put the sodas on the table? ■ Object pronouns <ul style="list-style-type: none"> - Could you bring us some water? - Say hi to him for me. ■ Rejoinders with too and either <ul style="list-style-type: none"> - I love cake. I do, too. - I don't drink coffee. He doesn't either. <p>Vocabulary:</p> <ul style="list-style-type: none"> ■ Late, early, on time, them, him, her, me. <p>Useful expressions:</p> <ul style="list-style-type: none"> ■ What are you going to do this weekend? What are you going to do on...? Let's have a party! Would you like to come with us? I'd love to come along. I'd love to, but I can't. I'm sorry, I can't. Do you want some...? 	<ul style="list-style-type: none"> ■ Accepting or declining invitations. ■ Making requests. ■ Discussing likes and dislikes about social activities. ■ Showing agreement or disagreement. ■ Making further questions about activities or events. <p>Reading</p> <ul style="list-style-type: none"> ■ Using pre-reading strategies. ■ Recognizing vocabulary for future plans, invitations and requests in texts. ■ Scanning texts for specific information on future plans. <p>Writing</p> <ul style="list-style-type: none"> ■ Writing sentences describing future plans. ■ Filling out questionnaires about future plans. ■ Writing conversations accepting or declining invitations. ■ Writing invitation cards. 		<ul style="list-style-type: none"> 5.8 Courteously makes requests to peers. 5.9 Accurately expresses agreement or disagreement. 5.10 Correctly asks further questions about activities and events. 5.11 Uses pre-reading strategies (prediction, building background knowledge, forming a purpose), before reading texts on future plans, invitations and requests. 5.12 Successfully recognizes vocabulary for future plans, invitations and requests in texts. 5.13 Scans paragraphs written by peers' for specific information about future plans. 5.14 Writes original sentences describing future plans with grammatical accuracy. 5.15 Correctly fills out questionnaires about future plans and invitations. 5.16 Writes original conversations about invitations and requests with correct spelling and syntax. 5.17 Writes original invitation cards using the appropriate vocabulary and expressions.

UNIT 6

Objectives

- ✓ Recognize oral and written language related to healthy eating habits, exercising and sports, as well as the use of imperatives in the context of daily life activities in order to communicate with peers and others.
- ✓ Produce spoken and written language by using the acquired vocabulary and structures in order to communicate ideas related to healthy habits within a present and past time frame.
- ✓ Value and diffuse the importance of healthy habits to achieve personal wellbeing.

HEALTHY HABITS

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Food pyramid ■ Eating habits ■ Exercising and sports <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Imperatives - Drink lots of water. - Don't eat too much after seven. ■ Review of Simple present tense in all forms - She does aerobics. - We eat fruit for dessert. - I don't exercise after lunch. - What do you eat for breakfast? 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying vocabulary related to healthy food, eating habits, exercising and sports in different sources. ■ Extracting specific information on foods, eating habits, exercising, and sports from different sources. ■ Recognizing the phonemes /s/, /z/ and /iz/ for third person singular verb endings. ■ Recognizing the phonemes /t/, /d/, and /id/ of the regular past tense. 	<ul style="list-style-type: none"> ■ Emphasizing the importance of nutrition and healthy habits to improve the quality of life. ■ Encouraging the no consumption of drugs for good mental and physical health. ■ Promoting a positive attitude toward the practice of sports and fitness activities. ■ Working on academic tasks with creativity. ■ Recognize in a positive manner the authority of parents and teachers. 	<ul style="list-style-type: none"> 6.1 Successfully identifies vocabulary related to healthy food, good eating habits, exercising, and the practice of sports in oral input from teacher and peers. 6.2 Extracts specific information on foods, eating habits, exercising and sports from live and recorded audio sources. 6.3 Clearly recognizes and reproduces the phonemes /s/, /z/ and /iz/ for third person singular verb endings. 6.4 Clearly recognizes and reproduces the phonemes /t/, /d/, and /id/ of the regular past tense. 6.5 Describes personal eating and exercising habits with appropriate vocabulary and correct use of the present tense. 6.6 Correctly quantifies food and other items by using <i>too many</i> and <i>too much</i>. 6.7 Politely gives advice by using affirmative and negative imperatives.

CONTENTS

CONCEPTS

- Review of Simple past tense in all forms
- I **went** swimming before lunch.
- **What did** you **eat** yesterday?
- He **brushed** his teeth after dinner.
- Before and after
- I take a shower **before** breakfast.
- We did our homework **after** the game.
- Quantifiers: too much and too many
- Don't eat **too much** candy.
- There are **too many** people here.

Vocabulary:

- Grains, vegetables, fruits, meats, fats and oils, dairy products, jogging, yoga, karate, aerobics, weights, soccer, tennis, swimming, basketball, baseball.

Commands: brush your teeth, brush your hair, don't stay up too late, don't watch too much TV, drink juice, eat some vegetables, exercise every day, sleep eight hours, take a shower.

Useful Expressions:

- What sports do you practice? I play tennis. When do you do your homework? I do my homework before playing. / I do my homework after lunch.

PROCEDURES

Speaking

- Describing eating habits.
- Talking about exercise and sports to be healthy.
- Quantifying food and other items with *too many/too much*.
- Giving advice on healthy habits.
- Describing past events.
- Telling a sequence of events.

Reading

- Using pre-reading strategies.
- Recognizing vocabulary related to food, sports and fitness activities in texts.
- Identifying sequence of present and past events in texts.
- Skimming texts.

Writing

- Classifying foods by categories.
- Drawing and labeling different kinds of food.
- Labeling different sports and activities.
- Writing short paragraphs about eating habits.
- Create ads about healthy habits.

ATTITUDES

ACHIEVEMENT INDICATORS

- 6.8 Describes past events with the correct use of the past tense.
- 6.9 Orally expresses sequences of events in present and past with an adequate use of connectors.
- 6.10 Uses pre-reading strategies (predicting, using contextual clues) before reading paper and online articles on healthy habits.
- 6.11 Successfully recognizes vocabulary related to food, sports and fitness activities in different written texts.
- 6.12 Correctly identifies sequences of present and past events in different written texts.
- 6.13 Effectively skims a text on healthy habits.
- 6.14 Classifies foods in the different categories with correct spelling.
- 6.15 Draws and labels kinds of food in the food pyramid with creativity.
- 6.16 Correctly labels different sports and fitness activities.
- 6.17 Writes a 6 to 8-line paragraph about healthy eating habits with coherence and correct syntax.
- 6.18 Creates an ad promoting healthy habits with the appropriate language, neatness and creativity.

Ninth Grade

ENGLISH

Ninth grade general objectives

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.

Objectives

- ✓ Recognize combinations and recombinations of oral and written language related to professional and academic background, plans for the weekend and invitations by listening and reading content-related texts within a past-present-future time framework in order to communicate in the target language.
- ✓ Produce oral and written sentence-level texts, by combining and recombining acquired vocabulary, stating information on professional and academic background, plans for the weekend and invitations to neighbors within a past-present-future time in order to fulfill intended communication needs in the target language.

UNIT 1

MAKING FRIENDS IN THE NEIGHBORHOOD

Approximate time: 12 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Professional and academic background of relatives and neighbors ■ Plans for the weekend ■ Expressions to make formal and informal invitations ■ Expressions to accept/refuse formal and informal invitations Grammar in context: <ul style="list-style-type: none"> ■ <i>Will/be going to</i> in all forms <ul style="list-style-type: none"> - I'll go to the museum. - He's going to do the dishes. ■ Yes-no questions. <ul style="list-style-type: none"> - Are you going to see a movie? 	Listening <ul style="list-style-type: none"> ■ Selecting key information on people's professional and academic background. ■ Recognizing plans for the weekend from different sources. ■ Recognizing acceptance or refusal of invitations. Speaking <ul style="list-style-type: none"> ■ Giving and eliciting information on professional and academic background. ■ Expressing plans for the weekend ■ Inviting someone, formally or informally, to join you. ■ Accepting or refusing an invitation. 	<ul style="list-style-type: none"> ■ Keeping confidentiality on others' professional and academic records. ■ Promoting sound activities for the weekend among neighbors. ■ Valuing the role of socialization among neighbors. ■ Expressing acceptance or refusal properly when being invited. ■ Appreciating the importance of intonation in communication of meaning. 	<ul style="list-style-type: none"> 1.1 Confidentially selects information on people's professional and academic background. 1.2 Effectively identifies plans for the weekend from audio sources. 1.3 Recognizes acceptance or refusal of invitations. 1.4 Politely gives and elicits information on people's professional and academic background. 1.5 Expresses plans for the weekend stressing on the relevance of socialization among peers and neighbors and the practice of sound activities. 1.6 Cordially invites someone formally or informally to share sound activities for the weekend. 1.7 Respectfully accepts or refuses invitations using proper grammar, vocabulary and suprasegmental features. 1.8 Identifies information on people's professional and academic background in job application forms, records and résumés. 1.9 Recognizes plans for the weekend in a simple text. 1.10 Infers ideas of acceptance and refusal of invitations.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Information questions, short and long answers
- **Where are you going to** have a picnic?
- **We're going to** have a picnic at the lake.
- Possessive pronouns
- A friend **of mine** is coming.
- This basket is **ours**.

Vocabulary:

- Buddy, cool, guys, a friend of mine/ours, picnic, barbecue, soccer game, basketball game, house chores (do the dishes, cook, mop and sweep, water the plants/garden), go to church.

Useful expressions:

- I'd like you to meet.... Just call me.... What's up? Do you want to join us? Would you like to go with us? Do you want to come along? I'd love to, but... I'm sorry, but... I'd be glad to. Where did you study....? Where did you work....? Where are you studying? Where are you working?

PROCEDURES

Reading

- Identifying information on people's professional and academic background.
- Recognizing plans for the weekend.
- Inferring ideas of acceptance and refusal.

Writing

- Filling out professional and academic records.
- Writing a résumé.
- Stating plans for the weekend.
- Writing invitations (notes, cards, flyers).

ATTITUDES

- 1.11 Fills out professional and academic records.
- 1.12 Writes a simple résumé clearly and neatly.
- 1.13 Writes about plans for the weekend using proper grammar and assertive language.
- 1.14 Elaborates invitations (notes, cards, flyers.) with appropriate word choice and grammatical accuracy.
- 1.15 Properly expresses acceptance or refusal of invitations in writing.

Objectives

- ✓ *Identify language related to directions and locations in the context of the neighborhood by discriminating or picking out information from recorded material, conversations or written texts to understand and follow directions.*
- ✓ *Demonstrate effective use of the learned language oral and written by successfully asking for and giving directions in order to find places in the neighborhood or in a building.*

UNIT 2

THE NEIGHBORHOOD

Approximate time: 9 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Locations in the neighborhood ■ Directions in the neighborhood ■ Locations in a building <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Prepositions of place - The store is across from the bank. - The doctor's office is on the second floor. ■ Review of ordinal numbers - The office is the second door on the right. - She lives on Third Avenue. ■ Possessive of names - That is Lidia's house. - Carlos's sister lives around the corner. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Locating places in the neighborhood and in a building. ■ Following oral directions. <p>Speaking</p> <ul style="list-style-type: none"> ■ Asking for directions in the neighborhood and in a building. ■ Giving directions in the neighborhood and in a building. <p>Reading</p> <ul style="list-style-type: none"> ■ Reading a map of the neighborhood. ■ Reading a building plan. ■ Following written information (street signs, labels) in the neighborhood and in a building. 	<ul style="list-style-type: none"> ■ Acting in a helpful manner when giving directions to others. ■ Being patient and understanding with people who request detailed directions. ■ Showing friendliness and hospitality to people who request directions. ■ Show respect and support to people who are lost searching for locations in the neighborhood and in a building. ■ Showing creativity when performing academic tasks. 	<ul style="list-style-type: none"> 2.1 Locates places in the neighborhood and in a building plan. 2.2 Follows oral directions in the neighborhood and in a building. 2.3 Politely asks for directions to get to places in the neighborhood and in a building. 2.4 Gives directions in the neighborhood and in a building showing respect, support and friendliness. 2.5 Successfully reads neighborhood maps and building plans. 2.6 Successfully follows written directions to get to places in the neighborhood and in a building.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ■ Imperatives <ul style="list-style-type: none"> - Walk two blocks and turn left. ■ Adverbs of location <ul style="list-style-type: none"> - The bathroom is over there. - The post office is near here. <p>Vocabulary:</p> <ul style="list-style-type: none"> ■ Across from, next to, on the corner of, in front of, at the corner of, behind, first floor, second floor, Luis's, Adriana's, turn right, turn left, go/walk/drive straight ahead, near, far, here, there. ■ Post office, supermarket, basketball court, soccer, gym, clinic, drugstore. <p>Useful expressions:</p> <ul style="list-style-type: none"> ■ Excuse me, where is the library? It's....Where can I find a store? How do I get to the post office? It's not far from here. You can't miss it. 	<p>Writing</p> <ul style="list-style-type: none"> ■ Writing directions to get to or locate places in the neighborhood and in a building. ■ Writing street signs or labels. ■ Drawing neighborhood maps or building plans. 		<p>2.7 Writes directions to get to places in the neighborhood and in a building with vocabulary and grammatical accuracy.</p> <p>2.8 Writes street signs and labels with correct spelling.</p> <p>2.9 Draws original maps or plans with creativity.</p>

Objectives

- ✓ *Comprehend language related to tourist attractions, festivities, local/regional food and hometown, embedded in spoken and written discourse, in order to communicate in the target language.*
- ✓ *Generate oral and written discourse by using the acquired vocabulary and structures in order to convey information on tourist attractions, festivities, local/regional food and hometown's history and concurrently promote cultural identity.*

UNIT 3

MY HOMETOWN

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Tourist attractions ■ Festivities ■ Local/regional food ■ Hometown history Grammar in context: <ul style="list-style-type: none"> ■ Simple present in all forms <ul style="list-style-type: none"> - Do you eat tamales on weekends? - El Salvador has beautiful beaches. ■ Past of be in all forms <ul style="list-style-type: none"> - My grandfather was the mayor of the town. - They weren't born here. 	Listening <ul style="list-style-type: none"> ■ Identifying main and key information on hometown's tourist attractions and festivities. ■ Listing types of local/ regional foods and their characteristics. ■ Recognizing on a timeline basis a hometown's historical events by areas: religion, economy, industry, technology, education, customs and traditions. Speaking <ul style="list-style-type: none"> ■ Talking about childhood memories. ■ Asking for and giving information on hometown's tourist attractions. 	<ul style="list-style-type: none"> ■ Caring for the promotion of hometown's tourist attractions among fellow citizens and foreigners. ■ Keeping and diffusing the historical and cultural value of hometown's festivities, customs and traditions. ■ Promoting the consumption of tasty and healthy local/regional foods. ■ Proudly diffusing hometown's history as a cultural treasure that strengthens identity. ■ Developing a sense of belonging and awareness to preserve cultural identity. 	<ul style="list-style-type: none"> 3.1 Identifies main ideas and key information on hometown's tourist attractions and festivities from radio or TV commercials. 3.2 Lists types of local/regional food and their characteristics when listening to a text read by the teacher. 3.3 Recognizes hometown's major historical events when listening to a recapitulation made by the teacher. 3.4 Talks about good childhood memories in his/her hometown with confidence. 3.5 Asks for and gives information on hometown's tourist attractions to classmates, fellow citizens and foreigners. 3.6 Provides basic information on hometown's main festivities to classmates, fellow citizens and foreigners.

CONTENTS

CONCEPTS

- Simple past: regular and irregular verbs in all forms
- Did you **eat** at that restaurant?
- They **founded** the city in 1800.
- Used to
- My hometown **used to be** quiet.
- People **used to make** handcrafts.

Vocabulary:

- Restaurant, names of lakes, hills, mountains, rivers, historical sites, archeological sites, crops, handcrafts, food, town festivities, quesadillas, pupusas, corn tamales, etc.

Useful expressions:

- 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...?

PROCEDURES

- Providing basic information on hometown's main festivities.
- Describing types of local/regional foods.
- Describing major historical events and phases of a hometown's history.

Reading

- Scanning names of places and hometown's tourist attractions from texts.
- Recognizing concepts and definitions related to hometown's festivities in texts.
- Identifying names and characteristics of local/regional foods.
- Singling out major historical events and phases of a hometown's history in a text.

Writing

- Writing of texts including general and specific information on a town's tourist attractions, festivities and local/regional foods.
- Writing about a town's historical events in chronological order and by areas: religion, economy, industry, technology, education, customs and traditions.

ATTITUDES

ACHIEVEMENT INDICATORS

- 3.7 Describes the types of local/regional foods to classmates, fellow citizens and foreigners.
- 3.8 Expresses, in a simple way but with coherence, major historical events and phases of hometown's history.
- 3.9 Scans names and places of hometown's tourist attractions from brochures, booklets or newspaper ads.
- 3.10 Recognizes concepts and definitions related to hometown's festivities from brochures, booklets or newspaper ads.
- 3.11 Identifies names and characteristics of local/regional foods from a magazine, internet articles or stories written by the teacher.
- 3.12 Singles out major hometown's historical events and phases from a magazine, internet articles or stories written by the teacher.
- 3.13 Writes short paragraphs, brochures and flyers containing general and specific information on hometown's tourist attractions, festivities and local/regional foods.
- 3.14 Does research to write a two-page report on hometown's history.

UNIT 4

Objectives

- ✓ Understand oral and written language related to foods, numbers, prices and shopping by listening to and reading different sources in order to satisfy specific communication needs.
- ✓ Articulate oral and written discourse expressing data on foods, numbers, prices and shopping in order to communicate with others and implicitly foster good spending habits.

IT'S ON SALE!

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Food ■ Shopping ■ Numbers from 1000 to 1,000,000 ■ Prices up to \$1,000,000.00 <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Rejoinders <ul style="list-style-type: none"> - She's not going shopping. Me neither. - This radio is expensive and so is that one. ■ Connectors <ul style="list-style-type: none"> - This is expensive, but it's good quality. - I'm coming to the party and so is he. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying names of foods. ■ Discriminating numbers from 1000 up to 1,000,000. ■ Recognizing prices of foods and objects. ■ Getting the notions of agreement and disagreement. ■ Picking out details and main ideas from shopping transactions. <p>Speaking</p> <ul style="list-style-type: none"> ■ Saying names and types of food. ■ Comparing prices and quality of food, appliances and other objects. ■ Expressing superlative degrees on prices and quality of food, appliances and other objects. 	<ul style="list-style-type: none"> ■ Fostering the practice of shopping for the healthiest food and quality goods. ■ Promoting the habit of spending just the necessary on food and goods. ■ Cleverly choosing the best places to go shopping for food, appliances and other objects. ■ Reasonably agreeing and disagreeing with others on the food to buy for daily consumption. ■ Being critical and analytical on the kind and quality of food and items bought for personal use. 	<ul style="list-style-type: none"> 4.1 Identifies names of food from recordings and other oral input. 4.2 Discriminates numbers from 1000 up to 1,000,000 from recordings and other oral input. 4.3 Recognizes prices of food and other objects from radio or TV commercials. 4.4 Gets the notions of agreement and disagreement from radio or TV commercials. 4.5 Successfully picks out details and main ideas on shopping transactions from oral input. 4.6 Correctly says names, and types of food. 4.7 Compares prices and quality of food, appliances and other objects with grammatical accuracy. 4.8 Correctly expresses superlative degrees on prices and quality of food, appliances and other objects. 4.9 Correctly and politely agrees and disagrees on likes and opinions about food, appliances and other objects.

CONTENTS

CONCEPTS

- Comparative degree of adjectives: equality, inferiority, superiority
- This TV is **as expensive as** that computer.
- Candy is **less healthy than** fruits.
- Superlative of adjectives: inferiority and superiority
- This is **the most expensive**, but it's **the most colorful** one.
- Sugars are **the least essential** items in your diet.

Vocabulary:

- Neither, either, so, too, and, but, as expensive as, less expensive than, more expensive than, the least expensive, the most expensive, the worst, the best
- Poultry, dairy products, meats, vegetables, cereals, pasta, beverages, pastries, living room set, dining room set, plasma TV, home theater, iPod, mp3 player, palm, laptop, car, bicycle, motorcycle.

Useful expressions:

- Do you want to go shopping? Look at that! It's on sale! It's a bargain! Can I see that/those...? What do you think? It looks nice, but....How about this/these...? Maybe next time.

PROCEDURES

- Agreeing and disagreeing on opinions and facts.
 - Shopping for food and personal care items.
- Reading**
- Pre-reading a text.
 - Scanning names and prices of food and objects from texts.
 - Extracting the notions of agreement and disagreement from different sources.
 - Skimming a text for main ideas.

Writing

- Listing food and objects by kind and category.
- Making numbers to pay for a shopping transaction.
- Writing down shopping lists.
- Stating likes and dislikes on food, appliances and other objects.
- Comparing prices and quality of food, appliances and other objects.
- Writing paragraphs on purchasing goods.

ATTITUDES

ACHIEVEMENT INDICATORS

- 4.10 Confidently shops for food and personal care items at supermarket or stores.
- 4.11 Uses pre-reading strategies before reading articles on food and shopping.
- 4.12 Scans names and prices of food and objects from a written text.
- 4.13 Extracts, the notions of agreement and disagreement from written conversations and texts on shopping.
- 4.14 Skims main ideas from articles on food and shopping.
- 4.15 Lists, by kinds and categories, food and objects with correct spelling.
- 4.16 Makes numbers to pay for a shopping transaction.
- 4.17 Writes down shopping lists with correct use of vocabulary.
- 4.18 States, at a sentence level, likes and dislikes on food, appliances and other objects.
- 4.19 Compares, at a sentence level, prices and quality of food, appliances and other objects.
- 4.20 Writes paragraph-level reports on purchasing goods with correct syntax.

UNIT 5

Objectives

- ✓ Interpret oral and written language messages related to leisure time activities in spoken and written discourse in order to fulfill communication needs.
- ✓ Produce, at sentence and paragraph levels, oral and written discourse about leisure time activities in order to exchange ideas in the target language.
- ✓ Socialize decisively the practice of sound leisure time activities as a means to preserve physical and mental health as well as to boost cultural growth.

ENTERTAINMENT

Approximate time: 27 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Leisure time activities (music, movies, books, games, sports) <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Present perfect <ul style="list-style-type: none"> - Have you ever read Harry Potter? - I ve seen that movie three times. ■ Modal auxiliaries: may, might, can, could <ul style="list-style-type: none"> - Could I borrow this book? - We might go to the theater. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying names of leisure time activities in different sources. ■ Screening out key information related to leisure time activities from different sources. ■ Picking out details related to leisure time activities from oral input. ■ Getting the notions of time, possibility and frequency from oral input related to leisure time activities. <p>Speaking</p> <ul style="list-style-type: none"> ■ Asking for and giving information on personal leisure time activities. 	<ul style="list-style-type: none"> ■ Consciously valuing the practice of sound leisure time activities to preserve physical and mental health. ■ Participating diligently in the organization of valuable leisure time activities among classmates and friends. ■ Consciously planning and distributing time availability between studies and leisure time activities. ■ Appreciating the influence of physical activities during leisure time on physical appearance. 	<ul style="list-style-type: none"> 5.1 Successfully identifies names of leisure time activities in audio and oral input. 5.2 Screens out key information on leisure time activities from audio and oral sources. 5.3 Picks out details related to leisure time activities from teacher's and peers' oral input. 5.4 Successfully gets the notions of time, possibility and frequency from audio and oral input related to leisure time activities. 5.5 Correctly and courteously asks for and gives information about personal leisure time activities. 5.6 Describes personal and others' leisure time activities with acquired vocabulary and expressions. 5.7 Expresses degrees of possibilities related to leisure time activities with grammatical accuracy.

CONTENTS

CONCEPTS

- Review of frequency adverbs
- I **always** listen to music in my bedroom.
- We **never** watch TV during meals.

Vocabulary:

- Dancing, rap, electronic music, rock and roll, classical music, new wave, singers, actors, writers, chess, movies, video games, soccer, novels, short stories, plays, poetry.

Useful Expressions:

- What do you do in your free time? What's your favorite sport/book/ music? What are your plans for the weekend? I'm staying home. I have things to do. We're going out. What's that book/movie about? That's interesting. That sounds funny/boring/ interesting.

PROCEDURES

- Describing personal and others' leisure time activities.
- Expressing degrees of possibility.
- Manifesting degrees of frequency.
- Expressing preferences.

Reading

- Using pre-reading strategies.
- Scanning vocabulary related to leisure time activities from texts.
- Skimming main ideas about leisure time activities from texts.
- Recognizing in readings the notions of time, possibility and frequency.

Writing

- Listing down leisure time activities by categories.
- Writing sentences expressing possibility about leisure time activities.
- Writing sentences expressing frequency of leisure time activities.
- Writing short descriptive paragraphs.
- Writing personal reports about leisure time activities.
- Writing dialogues about leisure time activities.

ATTITUDES

- Developing interest and fondness for leisure time activities that motivate growth of general culture.

ACHIEVEMENT INDICATORS

- 5.8 Manifests degrees of frequency about leisure time activities with grammatical accuracy.
- 5.9 Respectfully expresses preferences on leisure time activities.
- 5.10 Uses pre-reading strategies before reading books, magazines and booklets about leisure time activities.
- 5.11 Scans vocabulary related to leisure time activities from newspapers and magazine articles.
- 5.12 Skims main ideas related to leisure time activities from paper and online articles.
- 5.13 Successfully recognizes the notions of time, possibility and frequency in authentic written texts.
- 5.14 Lists down leisure time activities by categories.
- 5.15 Writes sentences expressing possibility related to leisure time activities with correct grammar and syntax.
- 5.16 Writes sentences expressing frequency of leisure time activities with correct grammar and syntax.
- 5.17 Writes 6 to 7- line paragraphs describing leisure time activities with coherence and correct syntax.
- 5.18 Writes original dialogues related to leisure time activities using the learned vocabulary and grammar.

UNIT 6

Objectives

- ✓ Recognize oral and written language associated with different parts of the body, health problems, medications, feelings and suggestions through listening and reading in order to fulfill intended communication needs.
- ✓ Generate messages concerning parts of the body, health problems, medications, feelings and suggestions by producing comprehensive oral and written discourse in order to communicate successfully.
- ✓ Acquire healthy habits to maintain a healthy body and be more productive in studies and work.

YOU SHOULD VISIT THE DOCTOR

Approximate time: 24 hours

CONTENTS		ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Parts of the body ■ Health problems ■ Medications ■ Feelings ■ Suggestions Grammar in context: <ul style="list-style-type: none"> ■ Adjectives - I have a sore throat. - My eyes are itchy. 	Listening <ul style="list-style-type: none"> ■ Identify the different parts of the body. ■ Recognizing health problems from different sources. ■ Listening for symptoms related to health problems. ■ Associating recommendations to health problems. ■ Relating medications with health problems. ■ Getting the notions of good and bad emotional and physical states from different sources. 	<ul style="list-style-type: none"> ■ Showing interest to know the human body. ■ Openly and respectfully talking about emotional and physical states. ■ Being aware of the importance of consulting a professional for medical prescription. ■ Being empathic and supportive with classmates and acquaintances who are undergoing health problems. ■ Consciously knowing the value of a prompt and proper medical treatment. 	<ul style="list-style-type: none"> 6.1 Clearly identifies the different parts of the body from diverse oral input. 6.2 Successfully recognizes health problems from audio and oral input. 6.3 Successfully listens to audio sources and identifies symptoms related to health problems. 6.4 Associates recommendations with health problems from audio and oral input with no mistakes. 6.5 Correctly relates medications with health problems from audio and oral input. 6.6 Clearly gets the notions of good and bad emotional and physical states from authentic oral sources.

CONTENTS

CONCEPTS

- Feel + adjective
 - I **feel sick**.
 - He **feels fantastic**.
- Have + noun
 - She **has a stomachache**.
 - Do you **have the flu**?
- Modal auxiliaries: should/shouldn't
 - You **should visit** the doctor.
 - She **shouldn't move** her leg.
- Imperatives
 - **Don't drink** anything cold.
 - **Take** some aspirin.

Vocabulary:

- hand, head, heel, knee, leg, mouth, neck, nose, shoulder, stomach, throat, thumb, backache, cough, earache, fever, the flu, headache, sore eyes/throat, antacid, aspirin, (cold) pills, cough drops, cough syrup, eye drops, better, fantastic, fine, great, awful, exhausted, homesick, miserable, sick, sore, terrible, symptoms: dizzy, nauseous, congested, bloated, itchy, etc.

Useful Expressions:

- What's wrong? What's the matter? How do you feel? I don't feel well. I feel...
- What should I do? What do you recommend? Take care of yourself.

PROCEDURES

Speaking

- Saying the parts of the body.
- Talking about health problems.
- Describing emotional and physical states.
- Giving recommendations and instructions.

Reading

- Scanning specific information on health problems from readings.
- Matching words with definitions.
- Skimming main ideas on health problems from readings.
- Reading medical prescriptions.
- Getting the notions of good and bad emotional and physical states from readings.

Writing

- Writing the different parts of the body.
- Filling out prescriptions.
- Describing health problems.
- Writing reports on solutions to health problems.

ATTITUDES

ACHIEVEMENT INDICATORS

- 6.7 Correctly says the parts of the body that have been taught.
- 6.8 Correctly and coherently asks and talks about health problems.
- 6.9 Accurately describes emotional and physical states.
- 6.10 Accurately and respectfully gives suggestions and instructions to solve health problems.
- 6.11 Carefully scans specific information on health problems from authentic readings.
- 6.12 Correctly matches words with definitions on health problems.
- 6.13 Quickly skims main ideas on health problems from paper and online readings.
- 6.14 Successfully reads simple prescriptions.
- 6.15 Clearly gets the notions of good and bad emotional and physical states from diverse readings.
- 6.16 Correctly writes the names of different parts of the body that have been taught.
- 6.17 Fills out prescriptions accurately.
- 6.18 Describes health problems at sentence and paragraph levels with grammatical accuracy.
- 6.19 Coherently and cohesively elaborates reports, at paragraph levels, on how to properly deal with health problems.

VII. Glossary

- **Communicative approach:** its main objective is to develop communicative competence considering linguistic and extralinguistic (gestures, body language, cultural distances or differences) dimensions of language. It stresses on the development of four competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing), prioritizing on oral production.
- **Competence:** It refers to the person's knowledge of the language, including rules of grammar, vocabulary and how linguistic elements can be combined to form acceptable sentences, paragraphs or extended discourse.
- **Communicative competence:** It refers to the learners' ability to use vocabulary and grammatical rules as well as the ability to form correct utterances and use them appropriately according to the context.
- **Contents:** It is the set of socially relevant cultural forms and knowledge chosen to be part of an area serving its general objectives. The contents' relevance depends on their role to achieve the development of competencies. Contents are classified in three types: conceptual, procedural and attitudinal contents.
- **Functional/notional syllabus:** the course content is based on functions not grammatical structures. Examples of functions include: informing, agreeing, apologizing, requesting, promising, and so on. Examples of notions include size, age, color, comparison, time, and so on.
- **Language function:** It refers to the language act through which a speaker expresses his/her intended message using grammar, vocabulary, phrases, formulaic expressions, gestures, etc to make himself/herself be understood. It is the most specific distinctive feature of communicative competence because it makes teachers and students move away from structural teaching and learning, to serve the major purpose of cohesive and coherent communication with a given degree of fluency and accuracy.
- **Method:** It is a given way to approach teaching and learning based on selected tenets and procedures/techniques derived from theories of language, theories of learning and reflective teaching practices.
- **Notion:** It refers to mental pictures or dimension ideas over size, age, color, comparison, time, and so on..
- **Performance:** It is the actual production and comprehension of specific linguistic events.
- **Proficiency:** It refers to language level performance with expert, correctness and facility obtained through systematic learning or acquisition. It is divided into several levels ranging from novice low to superior according to the ACTFL proficiency guidelines.
- **Proficiency tests:** They are designed to measure people's ability in a language obtained through systematic learning or acquisition. Its content is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Being proficient means having sufficient command of the language for a particular purpose.
- **Target language:** The language a learner is trying to learn in addition to his/her native language. It's also called L2.
- **Technique:** It refers to the procedures/activities, aligned with a given method, that are actually used in the classroom to develop contents, language competencies and preparation for life competencies.

VIII. References

a. Bibliographical References

- ANDER-EGG, EZEQUIEL (1996). *La Planificación Educativa: Conceptos, Métodos, Estrategias y Técnicas para Educadores*. Buenos Aires: Editorial Magisterio del Río de la Plata.
- BROWN, H. DOUGLAS (1987). *Principles of Language Learning and Teaching*. Second Edition. Englewood Cliff, New Jersey: Prentice Hall, Inc.
- BUCK, KATHRYN ET AL (1989). *The ACTFL Oral Proficiency Interview: Tester Training Manual*. New York.
- CARTER, RONALD ET AL (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press.
- CELLCE-MURCIA, MARIANNE ET AL (1988). *Techniques and Resources in Teaching Grammar*. New York: Oxford University Press.
- COLL, CÉSAR ET AL (1992). *Los Contenidos en La Reforma: Enseñanza y Aprendizaje de Conceptos, Procedimientos y Actitudes*. Madrid: Grupo Santillana de Ediciones, S.A.
- GALLEGO BADILLO, RÓMULO (1999). *Competencias Cognoscitivas: Un Enfoque Epistemológico, Pedagógico y Didáctico*. Santa fe de Bogotá: Cooperativa Editorial Magisterio.
- HUGHES, ARTHUR (1989). *Testing for Language Teachers*. New York: Cambridge University Press.
- KRAHNKE, KARL (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice Hall Regents.
- LARSEN-FREEMAN, DIANE (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

- MADSEN, HAROLD, S. (1983). *Techniques in Testing*. New York: Oxford University Press.
- MIKULECKY, BEATRICE S. (1990). *A Short Course in Teaching Reading Skills*. New York: Addison-Wesley Publishing Company.
- OMAGGIO, ALICE, C. (1986). *Teaching Language in Context. Proficiency-oriented Instruction*. Boston, Massachusetts: Heinle and Heinle Publishers, Inc.
- RAIMES, ANN. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- RICHARDS C, JACK ET AL (2001). *Methodology in Language Teaching. An Anthology of Current Practice*. New York: Cambridge University Press.
- UR, PENNY. (1984). *Teaching Listening Comprehension*. New York: Cambridge University Press.
- WILLIAMS, MARION ET AL (1977). *Psychology for Language Teachers. A Social Constructivist Approach*. New York: Cambridge University Press.
- WONG, RITA (1987). *Focus on English Rhythm and Intonation*. New Jersey: Prentice Hall Regents.

b. Electronic sources

- <http://ello.org/>
- <http://esl.about.com/>
- <http://www.esl-lab.com/>
- <http://www.eslreading.org/>
- <http://www.freededucation.co.uk/links/eslactivities.html>
- <http://www.lclark.edu/~krauss/usia/kids.html>

This edition consists of 11,000 copies. It was printed with funds from the Government of the Republic of El Salvador
Provided by the Commission for Education, Social Peace and Security

Printed in Perú by Quebecor World
August 20, 2008