



GOBIERNO DE
EL SALVADOR

English Syllabus

A1+



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CRÉDITOS

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Dear Faculty:

Within the framework of the educational transformations promoted by the Ministry of Education, Science and Technology, we are pleased to present the new English Syllabi for secondary education. These materials were designed after consultations with English teachers in public schools throughout our Salvadoran territory, English specialists of the Ministry of Education, Science and Technology; and professionals from different sectors of the educational community.

Within the syllabi, the faculty is obtaining a tool that will aid them in building new knowledge to develop linguistic and communicative skills of the English language with their students. Thus, students will develop integrated attitudes to consolidate multicultural diversity that will support their identity and the current globalized world. The faculty of secondary education plays a leading role in the full development of our students; therefore, these syllabi will help them to fulfill their special mission.

The English syllabi emphasize the development of communication skills: reading, writing, listening, and speaking. As well as, critical thinking and research to build and present knowledge.

It is worth mentioning that the success and sustainability in the implementation of these syllabi will only be possible with the dedication, professionalism and creativity that characterize our faculty who is committed to education. In the same way, English teachers will be able to include their personal stamp on each content in order to reach the proposed competences.

Finally, we acknowledge your dedication, sacrifice, and effort. We kindly invite you to take ownership of these syllabi to get the most out of them. We also thank all the members of the educational community who participated in our consultations and contributed with their valuable experience and feedback for the development of these tools.

José Mauricio Pineda Rodríguez

The Minister of Education

I. INTRODUCTION TO THE ENGLISH CURRICULUM FOR SECONDARY EDUCATION

The new English syllabi for Secondary Education feature a curricular proposal that responds to questions that teachers may ask themselves when planning their classes. These questions are properly answered throughout the following curricular components:

QUESTIONS	CURRICULAR COMPONENTS
What to teach for?	Competences
What must students learn?	Contents
What to develop/strengthen?	Attitudinal competencies
How to teach?	Methodological guidelines/ Procedural contents
How, when, and what to evaluate?	Performance indicators/ Evaluation guidelines

Curricular Components

The English curriculum is designed based on the following curricular components:

Unit number and name

Every unit has been designed to provide students with a sense of belongingness. The names of the units have

been adjusted in order to reflect the context of real-life scenarios in which students might be exposed to. This will help students to develop the contents and abilities that will be needed throughout their learning process to achieve the communicative competences required in the different domains: public, personal, occupational, and educational.

Approximate time

It is essential to point out that every CEFR level has a range of hours of instruction required to reach a proficiency level. Therefore, each unit has been allotted an approximate time of 15 to 18 hours to develop the needed competences to be promoted to the next level. These time frames have been established according to the official 96 hours of instruction assigned to the English subject.

Unit Competences

The unit competences are structured according to the achievement of learning. They are oriented to a continuum series of actions to obtain a concrete result. In its enunciation, the knowledge referred to as concepts, procedures, and attitudes are also distinguished as part of its resources or essential components. It is also evident the functionality, the “what for” or the purpose of learning, which provides meaning and *raison d’être* to the actions and specific learning to influence the life and needs of the students.

Contents

The curricula present the three most important types of content for the development of competences: conceptual content which is “know-what”, procedural content known as “know-how” and attitudinal content linked to “know-how-to-be”. When lesson planning, is important to take the three areas into account giving them equal importance.

The conceptual contents

Students are competent when the concepts they learn are related to real-life contexts. In order to understand our world, it is essential to generate, reinforce and expand facts, principles, grammatical structures and lexicon that are relevant to convey a clear message. Therefore, a project has been included at the end of each unit because conceptual knowledge plays an important role in the teaching-learning process, as it implies a transcendence of the conceptual to the procedural level, so that knowledge is not only theoretical but also meaningful in the life of the students.

The procedural contents

These contents are related to the skills that are intended to be developed in students. Procedural knowledge is as important as conceptual knowledge because it allows the students and the educational community to explain how to learn, reproduce and adjust skills according to the contexts, as well as to adapt these abilities to the particular needs of each student.

Performance indicators

Performance indicators measure whether a competence has been reached or not. The CEFR Can Do statements have been considered as the basis of the performance indicators presented in these syllabi. These indicators have been aligned, customized and prioritized according to the different contexts of our country and the students’ needs. They are intended to help teachers assess students’ progress.

The attitudinal competencies

Attitudes refer to a person’s habitual ways of reacting. They are the result of knowledge and beliefs. With these competencies, students will be able to share their opinion and behavior toward someone or something in a fictional or real communicative situation. It is important to keep in mind that the conceptual contents, procedural contents, performance indicators and attitudinal competencies keep a close relationship among them. They are framed in a transversal way in all the activities of the unit.

Keywords

They are important words to be emphasized and sometimes they are challenging to pronounce, due to particular phonemes. A phonetic transcription has been added next to each word to get an accurate reference. Moreover, phonemes that might be difficult to pronounce have been marked in bold.

Vocabulary bank for spelling practice

This section is only available in those units where conceptual contents require further spelling practice. They provide a bank of suggested words to support teachers while planning their lessons.

Organization of competences and contents within the didactical units

The didactical units are presented in tables where competences, contents, performance indicators, attitudinal competencies and keywords are displayed as a whole.

The organization of contents is distributed into six units. Each unit has been designed to be covered within a time frame of 15 or 18 hours according to the complexity of contents. Each block of content is meant to be instructed in three classes of 45 minutes.

Methodology

Brief methodological guidelines have been included to describe a suggested didactical sequence which responds to the approach of the subject. These could be improved by each teacher in order to offer students classes which will facilitate learning based on competence functions.

Evaluation

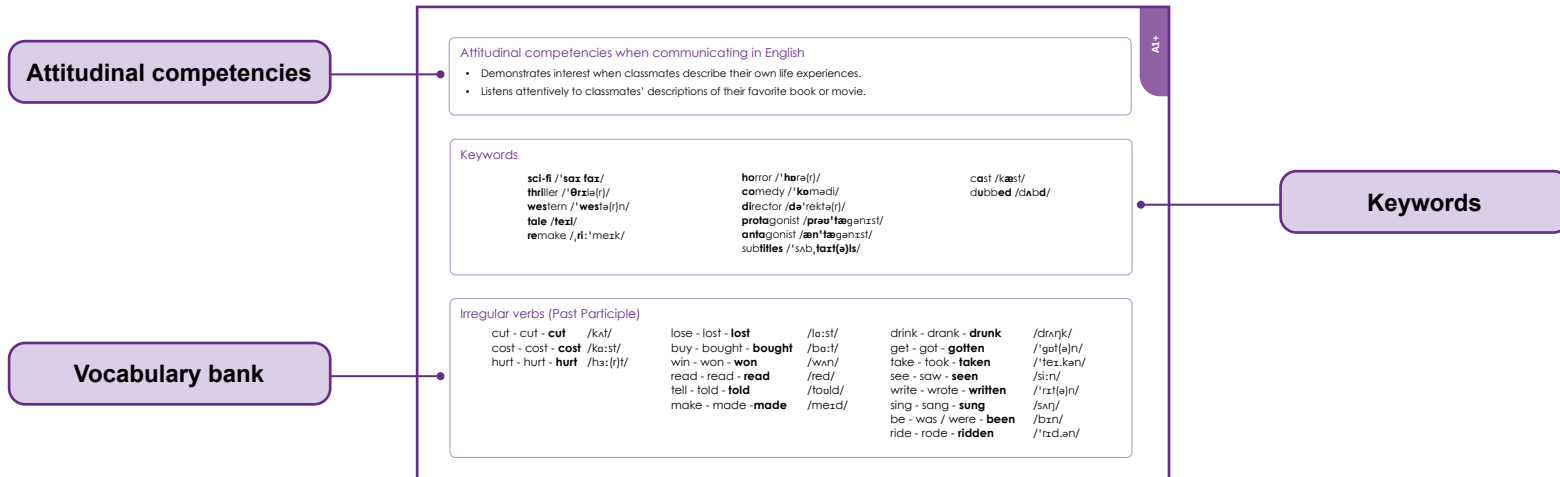
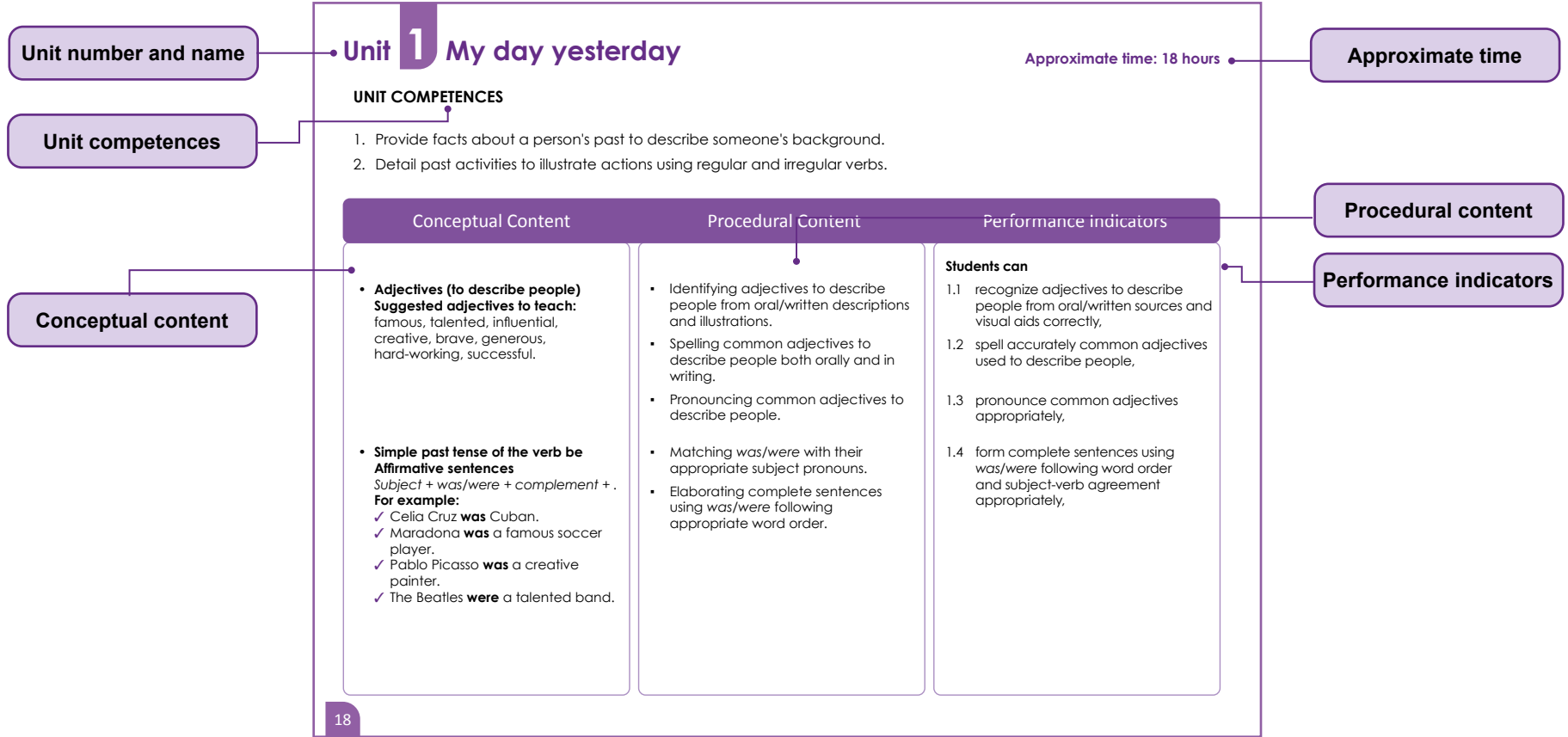
This English curricular proposal is based on the communicative approach, the growth mindset approach and project-based learning (PBL) in which evaluation is articulated from the proposed competences for each unit.

The simplicity of the competences allows to evidence students' progress. It is the performance indicators, specifically, that enable the assessment of each task.

It has to be understood that the performance indicators can be adjusted according to the students' needs in order to make teachers able to assess students equitably responding to their level of proficiency. It is important to adequate the methodology for those students in particular situations to have a fair measurement of their learning progress.

The syllabi present the performance indicators numbered according to a correlative order for each didactic unit.

Description and presentation of the learning unit format



II. STUDY PLAN OF THE ENGLISH AS A FOREIGN LANGUAGE (EFL) SUBJECT

The study plan for secondary education is organized by subjects. English as a Foreign Language (EFL) is developed in three 45-minute classes per week during the school year. These are presented as follows:

THE MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum is organized in subjects with a number of hours as follows:

Subject	Seventh grade		Eighth grade		Ninth grade	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120	3	120

THE HIGH SCHOOL CURRICULUM

The High School Curriculum is organized in subjects with a number of hours as follows:

Subject	Tenth		Eleventh	
	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120

Transverse axes

Transverse axes are contents that must be included suitably in the development of the study plan. They contribute to the integral instruction of students since it is through them that “a democratic society established in values, respect toward the human being and nature constituting itself on concrete educational guidelines aimed at specific issues and aspirations of the country” (Fundamentos Curriculares de la Educación Nacional. Ministerio de Educación, pág. 115-116. El Salvador, 1999).

The transversal axes of the Salvadoran curriculum are the following:

- ✓ Environmental education
- ✓ Human rights education
- ✓ Comprehensive preventive education
- ✓ Education for equal opportunities
- ✓ Health education
- ✓ Consumer education
- ✓ Education in values

III. PRESENTATION OF THE ENGLISH SUBJECT

The English Syllabi for Secondary Education focus on the development of essential language competences for communicating and properly interacting with the environment. Developing these competences implies the learning of attitudes integrally. This integration guarantees the acquisition of the expected competences.

These new syllabi promote the development of four competences: oral comprehension (listening), oral production (speaking), reading comprehension (reading), and writing production (writing). Such competences are developed through a spiral process to internalize language functions by using the language in different contexts and situations with a given degree of accuracy and fluency. Grammar structures and vocabulary are introduced in each unit through a specific content rather than in an isolated form. Also, the language functions to be developed have been orderly arranged from the simplest to the most complex ones.

The communicative approach

The new version of the syllabi, as in the previous version (2008), is focused on the communicative approach which is based on the integration of a variety of innovative teaching techniques that emphasizes the development of comprehension and production of oral expression. In addition, this approach reinforces the knowledge of the language and culture maximizing meaningful learning in students.

- 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 content-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.

English as a Lingua Franca

Extensive technological advances in the 21st century have enabled instant global communication, breaking the barriers of space and time, thereby changing the nature of globalization. With the world turned into an interconnected global system, there is a need for a shared language. English has fulfilled this need by becoming the global lingua franca of the 21st century. Its presence in large parts of the world due to colonization

has made English become the main language in which global trade, businesses, and cultural interactions take place. EFL is a unique lingua franca because of its global spread, its highly diverse nature, and its interactions which include native speakers of the language.

Language and globalization affect each other. English has facilitated communication among Chinese, Japanese, Russian, Indian, Latin American people and the rest of the world, proving the importance of a common language for international trading purposes. The restructure of communities due to globalization means considerable changes in the English language. As English encounters new communities and cultures, it is shaped and adapted by these encounters to be used by local communities for local and international communication. Consequently, hybrid forms develop in which new words are created, while simultaneously, existing words may be assigned new meanings. This leads to a constant process of linguistic transformation.

The Common European Framework of Reference for Languages

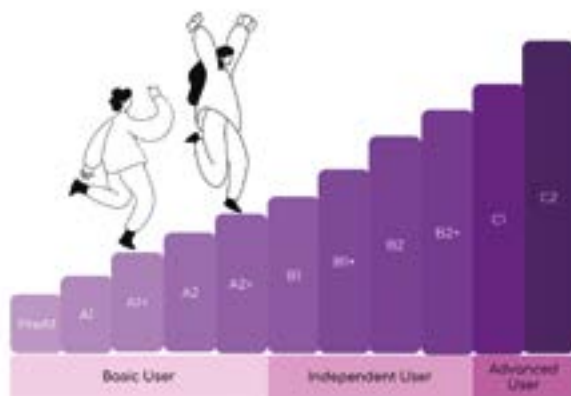
The Common European Framework of Reference for Languages (CEFR) is the international standard defining language proficiency. It is used worldwide to define the language skills of students on a scale of English levels from PreA1, being the basic level of English, to C2, for those who are exceptionally proficient in English.

The objective of the redesign of the English Language Syllabi in accordance with the Common European Framework of Reference for Languages (CEFR) is to propose a flexible curriculum guide that will support the English faculty by providing a source for planning, implementing and evaluating the teaching-learning process. The design of the new English curriculum maintains its strong commitment to a communicative approach and the recognition that the primary function of any language is to convey a clear message. To effectively help students develop communicative competences, the faculty must focus not only on the 4 macro skills (listening comprehension, reading comprehension, oral production, and written production), but also on the functions and contexts in which they will be used. Finally, linguistic competence also includes specifications on grammatical accuracy and vocabulary range.

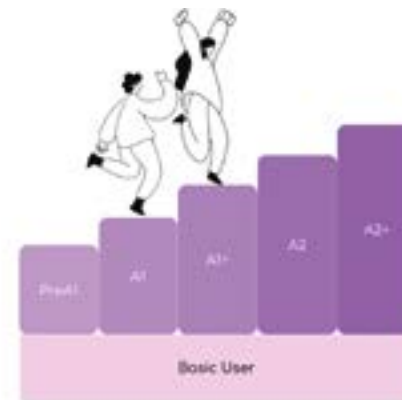
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

General Communicative Competence to be Reached by the End of Each Level

The CEFR is intended to provide a shared basis for reflection and communication among the different partners in the field, including those involved in teacher education and in the elaboration of language syllabi, curriculum guidelines, textbooks, examinations, and so on. It is offered to users as a descriptive tool that allows them to reflect on their decisions and practice, and to situate and coordinate their efforts, as appropriate, for the benefit of language learners in their specific contexts.



The CEFR is therefore a flexible tool to be adapted to the specific context of use – a fundamental aspect fully reflected in the level system which can be adapted and exploited flexibly for the development of learning/teaching objectives and for assessment. After having carried out field research and monitored students' level of English proficiency, it has been suggested to accomplish an A2 level in the CEFR scale as basic users.



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. Beside, teachers will be enhanced to deliver a humane, meaningful, motivating and effective teaching.

Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interacting, and that the appropriate morpho-syntactical structures are developed once the interaction begins. This approach also favors the instructional value of communication.
2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to understand better.

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
 4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching learning process must be varied. It must not only take into account the oral aspects of communication but also those non-oral aspects. It must care about the non-linguistic aspects such as gestures, body movement, facial expressions, etc.
 5. This approach demands that the classroom becomes a center of interaction between the teacher and the students, and among the students themselves. Teamwork allows the interaction through responsibility in the assigned shared tasks.
 6. The classroom must be organized for cooperative teams. Of course, this does not mean that work must always be done in teams. Students may choose to work individually, in small or large teams.
 7. The communicative approach makes learning take place in a real situational context and it also makes it meaningful in a variety of situations of everyday life. Upon finishing ninth grade, students will have acquired the fundamental communicative skills to face reality skillfully.
 8. Conceptual, procedural and attitudinal contents must not be isolated since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process. Teachers must detect the type of attitude the student brings into the classroom because this may impede the development of the learning process.
- Likewise, solidarity, tolerance, teamwork, and other attitudinal contents are developed along procedural and conceptual contents.
9. Communicative strategies must also be accounted for in the learning process. Teachers should make students aware of the way strategies are used to take full advantage of them. For example, when a student interacts with a native speaker of English in a situational context, sometimes the learner does not understand the language used by the speaker, the learner then must use all possible communicative and learning strategies to avoid breaking the communication channel.
 10. Learning strategies are equally important since they contribute to the construction of the linguistic system of the English language. However, they need to be taught and properly guided.
 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, and giving students the opportunity to construct hypotheses that may be tested through practice in simulations of real-context situations.

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

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

V. THEORETICAL FRAMEWORK AND GUIDELINES FOR THE EFL ASSESSMENT

It is necessary to consider what is established in “Manual de Evaluación del Aprendizaje y del Desarrollo” where methods, strategies and regulations of assessment are presented and explained in its areas: diagnostic, formative and summative. (MINED 2015)

Teaching and learning are based on the competence approach and the communicative approach. This paradigm requires an assessment through complex and genuine tasks, the use of task-based activities that challenge the students' knowledge in communicative situations and their real different social contexts (school, family and community). These communicative situations should make students apply the generated learning and evidence their performance (know-what, know-how, and know-how-to-be) of the competences.

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.

Competences to be evaluated

Language competences

Teachers will ponder students' learning outcomes by evaluating the following competences.

Listening comprehension 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 varied audios from different sources.

Oral production is the capacity of communicating orally making use of grammatical, sociolinguistic, discourse and strategic competences:

- a. **Grammatical competence** includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.
- b. **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.

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

- d. **Strategic competence** involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown in communication for other reasons. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competence. However, even educated native speakers sometimes experience breakdown in their communication with others and must rely on this component for the successful transmission of messages.

Reading comprehension is used to understand general and specific information from written texts on various topics to enrich the English learning level for interacting in diverse communicative contexts. It 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.

Writing production is a graphic representation of the language that uses conventional, systematic and identifiable signs. The goal of this competence is to write general and specific texts on varied topics to express ideas, emotions and thoughts with diverse communicative purposes.

Preparation for life competencies

These refer to the attitudinal contents through which attitudes, norms and values are socialized in school shaping the character and personality of students. Therefore, this dimension of the teaching learning process is subjected to be assessed through students' proper behavior when being confronted with real life situations.

Types of assessment

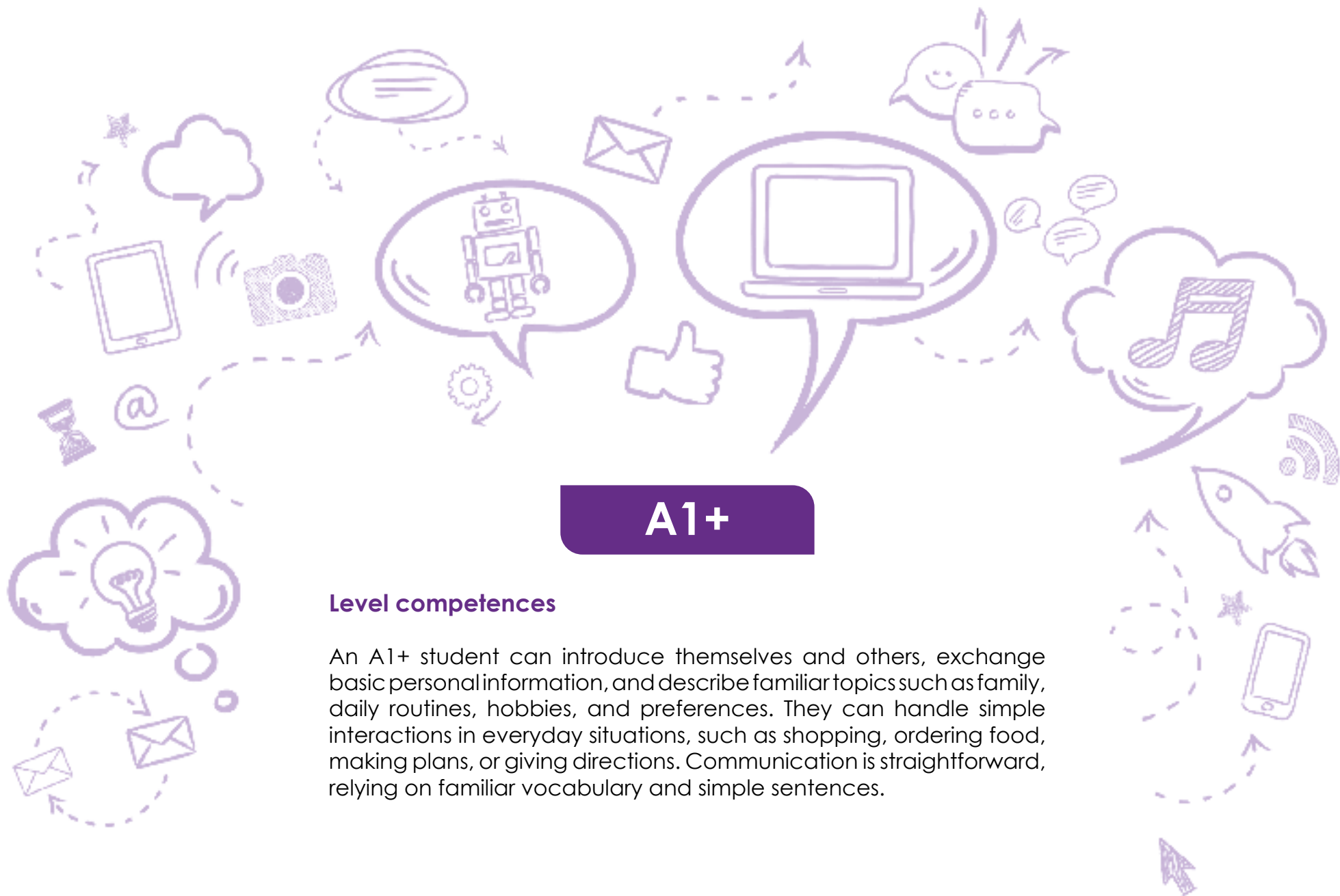
Diagnostic assessment is used to identify students' strengths and areas of growth. It is intended primarily to identify what further teaching is necessary. Consequently, it can be used at the beginning of each grade or cycle of education to diagnose students' entry English profiles and continue teaching to make progress in order to reach higher levels.

Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop and manage a student-centered assessment. Besides keeping the student engaged, assessments can inform either the instructional

process is effective or not, learning gaps which may exist, and how the learner is progressing. Assessment is divided in two categories: formative and summative.

Formative assessment is more diagnostic than evaluative. This strategy can be used to monitor learning style, provide feedback, and let educators adjust their teaching style. To take advantage of all the benefits, teachers should consider adding formative assessments throughout all the stages within a lesson. The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and areas of growth and target areas that need work and help faculty recognize where students are struggling and address problems immediately.

Summative assessments are designed to determine whether or not the learning objectives or performance indicators have been achieved. This strategy is also an essential part of the teaching-learning process, as it can help a teacher determine whether or not the learner is ready to move onto the next section. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some CEFR standards. All types of summative assessment and formative assessment are essential to assessing students' progress. Both contribute towards an improved outcome from the students' learning and ensure a better end result.



A1+

Level competences

An A1+ student can introduce themselves and others, exchange basic personal information, and describe familiar topics such as family, daily routines, hobbies, and preferences. They can handle simple interactions in everyday situations, such as shopping, ordering food, making plans, or giving directions. Communication is straightforward, relying on familiar vocabulary and simple sentences.

Unit 1 My day yesterday

Approximate time: 18 hours

UNIT COMPETENCES

1. Provide facts about a person's past to describe someone's background.
2. Detail past activities to illustrate actions using regular and irregular verbs.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none">• Adjectives (to describe people) Suggested adjectives to teach: famous, talented, influential, creative, brave, generous, hard-working, successful.• Simple past tense of the verb be Affirmative sentences <i>Subject + was/were + complement + .</i> For example:<ul style="list-style-type: none">✓ Celia Cruz was Cuban.✓ Maradona was a famous soccer player.✓ Pablo Picasso was a creative painter.✓ The Beatles were a talented band.	<ul style="list-style-type: none">▪ Identifying adjectives to describe people from oral/written descriptions and illustrations.▪ Spelling common adjectives to describe people both orally and in writing.▪ Pronouncing common adjectives to describe people.▪ Matching <i>was/were</i> with their appropriate subject pronouns.▪ Elaborating complete sentences using <i>was/were</i> following appropriate word order.	<p>Students can</p> <ol style="list-style-type: none">1.1 recognize adjectives to describe people from oral/written sources and visual aids correctly,1.2 spell accurately common adjectives used to describe people,1.3 pronounce common adjectives appropriately,1.4 form complete sentences using <i>was/were</i> following word order and subject-verb agreement appropriately,

- **Past time expressions**

- **Suggested time expressions to teach:**

- yesterday, yesterday morning, last night, last (Tuesday), last week, last weekend, last month, last year, (two) days ago, (an hour) ago, (three) weeks ago, in (2005).

- **Simple past of the verb be**

- **Negative sentences**

- *Subject + wasn't/weren't + complement + .*

- **For example:**

- ✓ Maradona **wasn't** born in 2001.
 - ✓ Amy Winehouse **wasn't** American.
 - ✓ The Rolling Stones **weren't** Spanish.

- **Yes/No questions**

- *Was/were + subject + complement + ?*

- **For example:**

- ✓ **Was** Pablo Neruda Chilean?
 - ✓ **Were** Marie Curie and Pierre Curie scientists?

- Providing personal facts about someone using *was* and *were*.
 - Identifying past time expressions from audio recordings and texts.
 - Spelling past time expressions both orally and in writing.
 - Pronouncing past time expressions.
 - Creating negative sentences using *was/were* following appropriate word order.
 - Inquiring about someone's facts using *was/were*.

- 1.5 provide personal facts related to someone using *was* and *were* accurately,
 - 16 recognize past time expressions from different input accurately,
 - 1.7 spell past time expressions both orally and in writing precisely,
 - 1.8 pronounce past time expressions appropriately,
 - 1.9 write negative sentences using *was/were* following word order suitably,
 - 1.10 ask questions related to someone's facts using *was/were* appropriately,

- **Simple past of regular verbs (Part I)**

- **Suggested verbs to teach:**

- ✓ listen - listened
- ✓ walk - walked
- ✓ call - called
- ✓ plant - planted
- ✓ play - played
- ✓ study - studied
- ✓ cook - cooked
- ✓ clean - cleaned
- ✓ prepare - prepared
- ✓ arrive - arrived
- ✓ stay - stayed
- ✓ text - texted
- ✓ open - opened
- ✓ close - closed
- ✓ stop - stopped
- ✓ climb - climbed
- ✓ boil - boiled
- ✓ like - liked
- ✓ love - loved
- ✓ hate - hated

- **Spelling rules of regular verbs**

- **For example:**

1. cook – cooked
2. erase – erased
3. study – studied
4. stop – stopped

- Recognizing regular verbs in the simple past tense from visual and written sources.

- Forming regular verbs in the simple past following the corresponding spelling rules.

1.11 identify common regular verbs in the simple past tense from visual and written sources successfully,

1.12 form regular verbs in the simple past tense following the appropriate spelling rules,

- **Simple past tense of regular verbs (Part II)**

- **Suggested verbs to teach:**

- ✓ watch - watch**ed**
- ✓ chat - chat**ted**
- ✓ relax - relax**ed**
- ✓ bake - bak**ed**
- ✓ dance - danc**ed**
- ✓ wash - wash**ed**
- ✓ brush - brush**ed**
- ✓ need - need**ed**
- ✓ fish - fish**ed**
- ✓ visit - visit**ed**
- ✓ comb - comb**ed**
- ✓ type - typ**ed**
- ✓ milk - milk**ed**
- ✓ water - water**ed**
- ✓ book - book**ed**
- ✓ paint - paint**ed**
- ✓ clap - clapp**ed**
- ✓ kick - kick**ed**
- ✓ change - chang**ed**
- ✓ move - mov**ed**
- ✓ laugh - laugh**ed**

- **Pronunciation rules of regular verbs**

- **For example:**

1. study - studi**ed** /d/
2. brush - brush**ed** /t/
3. graduate - graduat**ed** /ɪd/
need - need**ed** /ɪd/

- Matching regular verbs with illustrations or gestures.

- Classifying vowel and consonant sounds as voiced and voiceless sounds.
- Reproducing /t/, /d/, and /ɪd/ sounds in regular verbs if carefully guided.
- Sorting regular verbs according to their corresponding -ed ending sound.

- 1.13 associate regular verbs with their corresponding visual representations or gestures properly,

- 1.14 categorize vowel and consonant sounds as voiced and voiceless sounds correctly,

- 1.15 pronounce /t/, /d/, and /ɪd/ sounds at the end of regular verbs appropriately;

- **Simple past tense of regular verbs in affirmative sentences**

Subject + verb in simple past + complement + .

For example:

- ✓ I **played** soccer last Sunday.
- ✓ My dad **baked** a quesadilla for dinner.

- **Simple past of irregular verbs (Part I)**
Suggested verbs to teach:

- ✓ wake - **woke**
- ✓ get - **got**
- ✓ take - **took**
- ✓ have - **had**
- ✓ eat - **ate**
- ✓ go - **went**
- ✓ sleep - **slept**
- ✓ do - **did**
- ✓ put - **put**
- ✓ feed - **fed**
- ✓ leave - **left**
- ✓ write - **wrote**
- ✓ draw - **drew**
- ✓ sing - **sang**
- ✓ think - **thought**
- ✓ catch - **caught**
- ✓ choose - **chose**
- ✓ come - **came**
- ✓ fall - **fell**
- ✓ hear - **heard**

- Forming affirmative sentences in the simple past tense using regular verbs.

- Identifying common irregular verbs in the simple past tense from visual and written sources.
- Spelling irregular verbs in the simple past tense both orally and in writing.

1.16 build affirmative sentences in the simple past tense using regular verbs and following word order appropriately,

1.17 recognize common irregular verbs in the simple past tense from visual and written sources correctly,

- **Simple past tense of irregular verbs in affirmative sentences**

Subject + verb in simple past + complement + .

For example:

- ✓ I **took** a shower yesterday morning.
- ✓ I **had** fried beans for dinner last night.
- ✓ I **went** to school last Friday.

- **Simple past of irregular verbs (Part II)**

Suggested verbs to teach:

- ✓ drink - **drank**
- ✓ buy - **bought**
- ✓ run - **ran**
- ✓ see - **saw**
- ✓ tell - **told**
- ✓ swim - **swam**
- ✓ make - **made**
- ✓ ride - **rode**
- ✓ read - **read**
- ✓ learn - **learned/learnt**
- ✓ cut - **cut**
- ✓ begin - **began**
- ✓ bite - **bit**
- ✓ break - **broke**
- ✓ dig - **dug**
- ✓ dream - **dreamed/dreamt**
- ✓ feel - **felt**
- ✓ forget - **forgot**
- ✓ find - **found**

- Building affirmative sentences in the simple past tense using the appropriate form of irregular verbs.

- Spelling irregular verbs in the simple past tense.

1.18 form affirmative sentences in the simple past tense using irregular verbs following word order appropriately,

1.19 spell irregular verbs in the simple past tense properly,

• **Project: My day yesterday**

For example:

I woke up early.
I drank milk for breakfast.
I had breakfast.
I went to school.
I watched my classes on TV.

- Describing the activities performed on a previous day by using regular and irregular verbs in the simple past.

1.20 illustrate the activities performed on a previous day using regular and irregular verbs in the simple past tense precisely and coherently.

Attitudinal competencies when communicating in English

- Acknowledges mistakes as part of the learning process.
- Demonstrates interest when peers talk about their activities performed on a previous day.

Keywords

famous /'feɪməs/
talented /'tæləntɪd/
influential /,ɪnflu'ɛnʃ(ə)l/
creative /kri'eɪtɪv/
brave /breɪv/

generous /'dʒenərəs/
hard-working /hɑ:(r)d 'wɜ:(r)kɪŋ/
successful /sək'sesf(ə)l/
was /wɑ:z/
were /wɜ:(r)/

born /bɔ:(r)n/
yesterday /'jestə(r)deɪ/
last /lɑ:st/
ago /ə'gəʊ/
did /dɪd/

Bank of sounds

Voiced sounds

/b/ **rob**
/v/ **love**
/ð/ **breathe**
/r/ **offer**
/l/ **call**

Voiced sounds

/dʒ/ **judge**
/m/ **name**
/n/ **clean**
/ŋ/ **bang**

Voiceless sounds

/p/ **stop**
/k/ **walk**
/f/ **laugh**
/s/ **dance**
/ʃ/ **wash**
/tʃ/ **watch**

Regular verbs

/ɪd/

need - needed
 plant - planted
 graduate - graduated
 visit - visited
 recommend - recommended
 chat - chatted
 text - texted
 hate - hated
 paint - painted

/d/

listen - listened
 call - called
 play - played
 study - studied
 clean - cleaned
 prepare - prepared
 arrive - arrived
 stay - stayed
 open - opened
 close - closed
 climb - climbed
 boil - boiled
 love - loved
 comb - combed
 water - watered
 change - changed
 move - moved

/t/

walk - walked
 watch - watched
 relax - relaxed
 bake - baked
 cook - cooked
 brush - brushed
 fish - fished
 dance - danced
 wash - washed
 stop - stopped
 like - liked
 type - typed
 milk - milked
 book - booked
 clap - clapped
 kick - kicked
 laugh - laughed

Irregular verbs

drink - drank	/dræŋk/	tell - told	/təʊld/	sleep - slept	/slept/
buy - bought	/bɔ:t/	have - had	/hæd/	do - did	/dɪd/
run - ran	/ræn/	eat - ate	/eɪt/	wake - woke	/wəʊk/
see - saw	/sɑ:/	go - went	/went/	get - got	/gɑ:t/
make - made	/meɪd/	swim - swam	/swæm/	take - took	/tʊk/
ride - rode	/rəʊd/	read - read	/red/	come - came	/keɪm/
put - put	/pʊt/	draw - drew	/dru:/	fall - fell	/fel/
feed - fed	/fed/	sing - sang	/sæŋ/	hear - heard	/hɜ:(r)d/
leave - left	/left/	think - thought	/θɔ:t/	learn - *learned/learnt	/lɜ:(r)nd/ /lɜ:(r)nt/
write - wrote	/rəʊt/	catch - caught	/kɔ:t/	cut - cut	/kʌt/
begin - began	/bɪ'gæŋ/	choose - chose	/tʃəʊz/	break - broke	/brəʊk/
dig - dug	/dʌg/	bite - bit	/bɪt/	dream - **dreamed/dreamt	/dri:md/ /dreɪmt/
forget - forgot	/fə(r)'gɒt/	feel - felt	/felt/		
find - found	/faʊnd/				

* *Learned* and *learnt* are both past tense forms of learn. *Learned* is more common in English-speaking countries, including the U.S., while *learnt* is more common in Britain.

** *Dreamed* and *dreamt* are both past tense forms of dream. *Dreamed* is more common in English-speaking countries, including the U.S., while *dreamt* is more common in Britain.

Unit 2 People and life stories

Approximate time: 18 hours

A1+

UNIT COMPETENCES

1. Express dates to describe an event in the past.
2. Highlight facts about an important person in the history of El Salvador to describe their background following the basic organization of a biographical text.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none">• Occupations Suggested occupations to teach: writer, astronaut, singer, actor/actress, scientist, soccer player, president, painter, activist, sculptor, philosopher, poet, engineer, priest, athlete, doctor.• Occupation-related verbs Suggested verbs to teach:<ul style="list-style-type: none">✓ write - wrote✓ find - found✓ discover - discovered✓ perform - performed✓ sing - sang✓ go - went✓ play - played✓ score - scored✓ create - created✓ make - made✓ teach - taught✓ invent - invented✓ publish - published	<ul style="list-style-type: none">▪ Recognizing occupations from visual aids.▪ Matching words related to occupations with their corresponding pictures.▪ Following a repetition drill to pronounce occupations.▪ Describing a person's job using occupation-related verbs.	<p>Students can</p> <ol style="list-style-type: none">2.1 identify occupations from visual aids accurately,2.2 pronounce occupations properly,2.3 describe a person's job using verbs related to occupations coherently,

- **Simple past: negative form of regular and irregular verbs**

Subject + auxiliary verb did + not + base form of the verb + complement +.

For example:

- ✓ She **did not write** poems about love.
- ✓ He **did not play** for local soccer clubs.
- ✓ The Beatles **didn't sing** rancheras.

- **Dates**

Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

Months of the year

January, February, March, April, May, June, July, August, September, October, November, December.

Ordinal numbers from 1st to 31st

American date patterns

Day, Month (Ordinal number), Year

Monday, August 20th, 2021.

Month (Ordinal number), Year

September 15th, 1821.

MM/DD/YYYY

08/06/1978

- Writing sentences following the pattern for negative statements in the simple past tense.

- Listing days of the week and months of the year.
- Ordering days of the week and months of the year.

- Recognizing ordinal numbers from visual aids, audios and written material.
- Pronouncing ordinal numbers by following a repetition drill.
- Writing ordinal numbers in sequence or randomly.
- Writing dates following the different American formats.

- 2.4 produce negative statements in the simple past tense using the correct sentence order,

- 2.5 name days of the week and months of the year accurately,

- 2.6 identify ordinal numbers from different input successfully,

- 2.7 pronounce ordinal numbers properly,

- 2.8 spell ordinal numbers correctly,

- 2.9 write dates following the different American formats correctly,

- **Questions in the simple past tense**

- **Yes/No questions**

Auxiliary verb did + subject + verb in base form + complement + ?

- **For example:**

A: **Did** she **write** books?

B: Yes, she **did**. She **wrote** "Tierra de infancia".

- **Information questions**

Wh-word + auxiliary verb did + subject + verb in the base form + ?

- **For example:**

A: **When did** she **publish** her first book?

B: She **published** her first book **in 1934**.

- **Narrating a short biography**

- **For example:**

Claudia Lars **was** born in Armenia, El Salvador. She **was** born on December 20th, 1899. She **married** twice and **had** one son. She **published** her first work, "Tristes Mirajes", when she **was** 17. She **wrote** different poems like "Estrellas en el pozo", "Canción Redonda", among others. She **died** on July 22nd, 1974.

- Making Yes/No questions and information questions following the proper patterns in the simple past tense.
- Unscrambling words to make questions in the simple past tense.
- Inquiring about past events by using the simple past tense.
- Identifying key information of a biography.
- Choosing key information about an important person in El Salvador.
- Organizing ideas and details to write a short biography.
- Narrating a biography about an important person in El Salvador.

2.10 use the right patterns to make questions in the simple past tense,

2.11 exchange information using the simple past tense accurately,

2.12 recognize key information in a biography appropriately,

2.13 select key information about the life of an important Salvadoran person chronologically,

2.14 organize ideas to write a biography using the simple past tense properly,

2.15 provide a detailed biography of a Salvadoran person coherently,

- **Project: Living history museum**
A famous person in the history of El Salvador

For example:

Hello! My name **was** Prudencia Ayala. I **was** born in Sonzacate on April 28th, 1885. I **was** a Salvadoran writer, social activist and pioneer campaigner for women's rights in El Salvador. I **was** also the first woman who ran for President in my country. I **died** on July 11th, 1936.

- Searching for information about a famous person in the history of El Salvador.
- Selecting the most important information about a famous person.
- Writing a timeline of an important Salvadoran person.
- Organizing ideas into a paragraph.
- Preparing a short presentation about a famous person with visual aids.
- Impersonating a famous Salvadoran person.

2.16 research information of an important person in the history of El Salvador pointing out relevant aspects of his/her life accurately,

2.17 write a biographical paragraph about a famous person in El Salvador articulately,

2.18 present the biography of a famous Salvadoran person coherently.

Attitudinal competencies when communicating in English

- Encourages classmates' appreciation towards important Salvadoran people.
- Participates in classroom speaking activities politely.

Keywords

scientist /'saɪəntɪst/
engineer /,endʒɪ'nɪə(r)/
astronaut /'æstrə,nɔ:t/

sculptor /'skʌlptə(r)/
athlete /'æθ.li:t/
first /fɜ:(r)st/

philosopher /fɪ'lɒsəfə(r)/
taught /tɑ:t/
third /θɜ:(r)d/

Regular verbs

/ɪd/

create - **created**
 emigrate - **emigrated**
 graduate - **graduated**
 invent - **invented**

/d/

perform - **performed**
 receive - **received**
 discover - **discovered**
 live - **lived**
 die - **died**
 marry - **married**
 return - **returned**
 consider - **considered**

/t/

help - **helped**
 publish - **published**
 establish - **established**

Irregular verbs

write - **wrote** /roʊt/
 sing - **sang** /sæŋ/
 make - **made** /meɪd/
 lead - **led** /led/

find - **found** /faʊnd/
 go - **went** /went/
 teach - **taught** /tɑ:t/
 come - **came** /keɪm/

have - **had** /hæd/
 be born - **was/were born** /wa:z bɔ:rn/
 become - **became** /bɪ'keɪm/
 get divorced - **got divorced** /gɑ:t dɪ'vɔ:rst/

Unit 3 Going grocery shopping

Approximate time: 15 hours

UNIT COMPETENCES

1. Identify the five basic food groups to describe meals mentioning fruit, vegetables, meat, dairy products, and grains.
2. Use shopping-related expressions to develop functional language and vocabulary when making purchases.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none">• Food groups: fruits, vegetables, protein, dairy, and grains Suggested fruits to teach: apple, peach, grapes, watermelon, pear, banana, mango, pineapple, orange, strawberry, cherry. Suggested vegetables to teach: corn, onion, green pepper, carrot, cucumber, cabbage, lettuce, radish, potato, tomato, avocado. Suggested sources of protein to teach: chicken, beef, fish, turkey, eggs, tuna, beans, peanuts. Suggested dairy products to teach: milk, cheese, sour cream, margarine, butter, yogurt, crema. Suggested grains to teach: tortilla, cereal, rice, bread, pasta, popcorn, crackers, oatmeal. Meals breakfast, lunch, dinner, snack.	<ul style="list-style-type: none">▪ Associating food-related vocabulary with illustrations, brief definitions, or descriptions.▪ Reproducing the pronunciation of food-related vocabulary.▪ Classifying food as fruit, vegetables, protein, dairy, and grains.▪ Illustrating what they have for each meal.	<p>Students can</p> <ol style="list-style-type: none">3.1 relate food vocabulary to different kinds of word representations such as illustrations, descriptions, or definitions.3.2 pronounce food-related words properly,3.3 categorize food in the five basic food groups accordingly,3.4 describe what they usually have for their meals using food-related vocabulary properly,

• **Countable and uncountable nouns**
Suggested uncountable nouns to teach:

- ✓ **Liquids:** milk, water, soda, juice.
- ✓ **Powder:** oatmeal, flour.
- ✓ **Meat:** chicken, turkey, fish, beef.
- ✓ **Some vegetables:** corn, cabbage, lettuce.

Suggested countable nouns to teach:

1. pear- pears
bottle – bottles
2. cherry – cherries
strawberry – strawberries
3. sandwich – sandwiches
4. potato - potato**es**
mango – mango**es**
5. child-**children**
man-**men**
woman-**women**
tooth-**teeth**
mouse-**mice**
person-**people**
foot-**feet**
ox-**oxen**
goose-**geese**
6. fish-**fish**
sheep-**sheep**
deer-**deer**

- Listing countable and uncountable nouns from visual aids.
- Discriminating uncountable nouns and countable nouns.
- Making plural nouns based on their spelling rules.

- 3.5 name countable and uncountable nouns presented in varied sources properly,
- 3.6 classify uncountable and countable nouns suitably,
- 3.7 form plural nouns following their correct spelling rules,

• **Quantifiers:**

a/an

Use **a** before nouns which begin with consonant sound.

For example:

- ✓ **a** pear
- ✓ **a** sandwich

Use **an** before nouns which begin with vowel sound:

For example:

- ✓ **an** apple
- ✓ **an** egg

some

Use **some** in affirmative sentences:

with uncountable nouns:

There + is + some + uncountable noun + complement + .

For example:

- ✓ There is **some milk** in my refrigerator.
- ✓ There is **some margarine** in the kitchen.
- ✓ There is **some soda** in my glass.

with plural nouns:

There + are + some + countable noun + complement + .

For example:

- ✓ There are **some apples** on the table.
- ✓ There are **some bananas** in the tree.
- ✓ There are **some bottles** of water on the floor.

- Categorizing nouns followed by the indefinite articles *a* or *an* properly.
- Making sentences with the indefinite articles *a* or *an*.
- Identifying the use of the quantifiers *a/an*, *some*, or *any* by completing a short paragraph about food.
- Making affirmative and negative sentences about food by using the quantifiers *a/an*, *some*, or *any*.

3.8 categorize nouns followed by the indefinite articles *a* or *an* properly,

3.9 build affirmative and negative sentences about food using the quantifiers *a/an*, *some*, or *any* properly;

any

Use **any** in negative sentences:

There + isn't/aren't + any + uncountable/countable noun + complement + .

For example:

- ✓ There isn't **any bread** on the table.
- ✓ There isn't **any orange juice** in the refrigerator.
- ✓ There aren't **any apples** in the refrigerator.

Use **any** in questions:

with uncountable nouns

Is + there + any + uncountable noun + complement + ?

For example:

- ✓ Is there **any water** in the bottle?
- ✓ Is there **any orange juice** in the glass?

with countable nouns

Are + there + any + countable noun + complement + ?

For example:

- ✓ Are there **any grapes** in the refrigerator?
- ✓ Are there **any cookies** to eat?

• Partitives

Suggested partitives to teach:

- ✓ a bag of
- ✓ a box of
- ✓ a bottle of
- ✓ a can of
- ✓ a pack of
- ✓ a carton of
- ✓ a dozen

- Associating images to partitive-related vocabulary.
- Associating food items to their corresponding partitive.
- Naming grocery items from a picture mentioning the right partitive for each food item.

- 3.10 demonstrate understanding of partitive-related vocabulary by providing appropriate illustrations that accurately represent each word or phrase (e.g., a slice of bread, a piece of cake, a can of soup), ensuring each illustration clearly associates the partitive term with the correct visual meaning;

- ✓ a bunch of
- ✓ a loaf of
- ✓ a jar of
- ✓ a head of

For example:

A: What do you see in this picture?

B: I see a box of cereal, two bottles of water, three cans of soda, a pack of cookies and a dozen eggs.

- **Prices**

Numbers from 1-100

Suggested pattern to teach prices:

cardinal number + currency

For example:

\$ 2 = two dollars

\$1.99 = one dollar and ninety-nine cents

\$ 3.50 = three dollars and fifty cents

- **Daily basic shopping vocabulary**

Suggested expressions to teach:

- ✓ Sir / Madam
- ✓ How can I help you?
- ✓ I'd like to buy ...
- ✓ How much is/are..?
- ✓ Anything else?
- ✓ Here you are.
- ✓ Here is your change.

- **Project: At the local market**

For example:

A: Good morning, Sir/Madam! How can I help you?

B: I'd like some apples, please.

A: Green or red?

B: Green, please. How much are they?

- Saying numbers from 1-100
- Reading prices following the provided pattern.
- Writing prices following a pattern.
- Identifying basic shopping-related expressions from different input.
- Making a dialogue related to daily shopping exchanges.
- Role-playing a purchase situation at a grocery store or at a market.

3.11 identify food items and their partitives from varied sources accurately,

3.12 read prices properly,

3.13 write down prices correctly while having oral exchanges,

3.14 recognize basic shopping-related expressions from different input suitably,

3.15 role-play purchase situations at a grocery store or market using proper shopping-related expressions.

A: A pound is one dollar and twenty-five cents.

B: OK, I'd like a pound.

A: Anything else?

B: Yes, I'd like a carton of milk. How much is it?

A: It is \$1.50. Anything else?

B: That's it. What is the total?

A: The total is \$2.75.

B: OK, here you are!

A: Here is your change. Thank you!

Attitudinal competencies when communicating in English

- Fosters the practice of eating healthy food.
- Interacts respectfully when making purchases.

Keywords

apple /'æp(ə)l/

peach /pi:tʃ/

pear /peə(r)/

pineapple /'paɪn,æp(ə)l/

strawberry /'strɔ:b(ə)ri/

cucumber /'kju:,kʌmbə(r)/

lettuce /'letɪs/

potato /pə'tetəʊ/

tomato /tə'metəʊ/

peanuts /'pi:,nʌts/

cheese /tʃi:z/

avocado /,ævə'kɑ:dəʊ/

butter /'bʌtə(r)/

cereal /'siəriəl/

bread /bred/

popcorn /'pɒp,kɔ:(r)n/

uncountable /ʌn,kɑʊntəb(ə)l/

UNIT COMPETENCES

1. Give directions using prepositions of place and common verbs to identify places and buildings in the city or town.
2. Describe a favorite Salvadoran city to promote local tourism using the vocabulary and structures studied along the unit.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Places in town Suggested words to teach: park, fire station, gas station, restaurant, church, mall, school, police station, city hall, hospital, supermarket, local market, bank, factory, theater. • Adjectives to describe places Suggested adjectives to teach: big, ancient, beautiful, modern, attractive, picturesque, crowded, huge, small, cool, fantastic, amazing, noisy, lovely, bustling, boring, old. • Prepositions of place: at, in front of, next to, behind, between, across from, on the corner of, on, in, near. 	<ul style="list-style-type: none"> ▪ Recognizing vocabulary related to places in town from visual aids. ▪ Identifying places and buildings on a map. ▪ Spelling adjectives used to describe places orally and in writing. ▪ Matching words to describe places with their corresponding pictures. ▪ Identifying prepositions of place from visual aids. 	<p>Students can</p> <ul style="list-style-type: none"> 4.1 recognize words related to places in town from visual aids accurately, 4.2 spell adjectives used to describe places both orally and in writing properly, 4.3 describe places displayed in visual aids using the appropriate adjectives, 4.4 identify in visual aids prepositions of place accurately,

For example:**A:** Where is the park?**B:** The park is between the local market and the restaurant.**A:** Where is the church?**B:** The church is across from the park and next to the theater.

- **Giving directions**

Suggested verbs to teach:

turn right, turn left, continue straight, go back (2) blocks,

For example:**A:** How can I get to the mall?**B:** Turn right. Then, turn left. Continue straight for 3 blocks.

- **Comparatives and superlatives**

Spelling rules for comparative adjectives:*adjective + -er + than**more + adjective + than*

1. old - **older** than
2. big - **bigger** than
3. lovely - **lovelier** than
4. beautiful - **more** beautiful than

Spelling rules for superlative adjectives:*the + adjective + -est**the + most + adjective*

1. old - the **oldest**
2. big - the **biggest**
3. lovely - the **loveliest**
4. beautiful - the **most** beautiful

- Using prepositions of place to locate places in a town or city.
 - Recognizing verbs used to give directions.
 - Following directions about places in the town or city.
 - Giving directions in the town or city.
 - Identifying spelling rules to make comparatives and superlatives.
 - Categorizing adjectives to build their comparative and superlative form in an isolated way.
 - Comparing places in town or city by using the comparative and superlative form of the adjectives.
- 4.5 respond to questions about the location of places using prepositions correctly,
- 4.6 identify verbs used to give directions precisely,
- 4.7 follow directions to places accurately,
- 4.8 give directions using the proper place-related vocabulary and common expressions accordingly,
- 4.9 identify spelling rules of comparative and superlative adjectives with grammatical accuracy,
- 4.10 form adjectives in their comparative and superlative form appropriately,
- 4.11 make comparisons about places in a town or city using the superlative or comparative form correctly,

• **Project: My favorite town**

For example:

My favorite town in El Salvador is Suchitoto. Suchitoto is a picturesque town and it has many attractive places to visit. There is a church in front of the park. It is big and antique, but it is smaller than San Salvador Cathedral. There is a lake in Suchitoto called Suchitlán Lake which is larger than Coatepeque Lake.

- Writing a descriptive paragraph about a town or city in El Salvador.

4.12 write a short paragraph describing a city or town in El Salvador using comparatives, superlatives, and prepositions of place coherently.

Attitudinal competencies when communicating in English

- Promotes local tourist attractions among classmates.
- Diffuses local tourist attractions as a cultural treasure that strengthens identity.
- Develops a sense of belonging and awareness to preserve cultural identity.

Keywords

fire station /'faɪr 'steɪʃ(ə)n/

church /tʃɜ:(r)tʃ/

theater /'θiətə(r)/

ancient /'eɪnʃ(ə)nt/

beautiful /'bjʊ:təf(ə)l/

picturesque /,pɪktʃə'resk/

attractive /ə'træktɪv/

bustling /'bʌs(ə)lɪŋ/

straight /streɪt/

UNIT COMPETENCES

1. Provide general facts about a movie or book to describe a summary of it using suitable vocabulary.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Book and movie genres Suggested vocabulary to teach: fantasy, sci-fi, suspense, humor, drama, fairy tale, mythology, novel, fable, action, comedy, fantasy, horror, mystery, romance, thriller, western. • Vocabulary related to books and movies Suggested vocabulary to teach: film, director, producer, protagonist, antagonist, cast, remake, dubbed, subtitles, author, setting, plot, central character. 	<ul style="list-style-type: none"> ▪ Spelling book and movie related vocabulary both orally and in writing. ▪ Associating movie and book genres with popular films and publications. ▪ Matching vocabulary related to books and movies with simple definitions. 	<p>Students can</p> <p>5.1 spell book and movie-related vocabulary accurately,</p> <p>5.2 associate vocabulary related to books and movies with input from varied sources,</p>

- **Past participle form of regular verbs**

1. cook - cooked - **cooked**
2. erase - erased - **erased**
3. study - studied - **studied**
4. stop - stopped - **stopped**

- **Past participle of irregular verbs**

Verb groups

Group 1 – All three forms of the verb are the same:

For example:

cut - cut - **cut**

cost - cost - **cost**

hurt - hurt - **hurt**

Group 2 – The 2nd and 3rd forms of the verb are the same:

For example:

lose - lost - **lost**

buy - bought - **bought**

win - won - **won**

read - read - **read**

tell - told - **told**

make - made - **made**

Group 3 – All three forms of the verb are different:

For example:

drink - drank - **drunk**

get - got - **gotten**

take - took - **taken**

see - saw - **seen**

write - wrote - **written**

sing - sang - **sung**

be - was / were - **been**

ride - rode - **ridden**

- Spelling regular verbs in the past participle form both orally and in writing.
- Responding to the teacher's elicitation of regular verbs in the past participle form found in varied resources.
- Matching irregular verbs with their corresponding past participle form.
- Spelling irregular verbs in the past participle form both orally and in writing.

- 5.3 spell regular verbs in the past participle form both orally and in writing correctly,
- 5.4 pronounce regular verbs in the past participle form appropriately,
- 5.5 recognize irregular verbs in the past participle form appropriately,
- 5.6 spell irregular verbs in the past participle form accurately,

- **Present perfect tense**

- Affirmative sentences**

Subject + auxiliary verb have/has + verb in past participle + complement + .

- For example:**

- ✓ I **have read** many books.
 - ✓ Lissette **has seen** "The Grinch" many times.

- Negative sentences**

Subject + auxiliary verb have / has + not + verb in past participle + complement + .

- For example:**

- ✓ I **haven't bought** movie tickets.
 - ✓ Kevin **hasn't written** a book.

- Yes/No questions**

Have/ has + subject + ever + verb in past participle + complement + ?

- For example:**

A: Have you ever read the book "Jaraguá"?

B: Yes, I have. /No, I haven't.

A: Have you ever seen the movie "The Avengers"?

B: Yes, I have. /No, I haven't.

A: Have you ever won a competition?

B: Yes, I have. /No, I haven't.

- Identifying the grammar structure of affirmative and negative sentences in the present perfect tense.
- Building affirmative and negative sentences in the present perfect tense following appropriate word order.
- Exchanging information about life experiences using affirmative and negative sentences in the present perfect tense.
- Unscrambling the components of Yes/No questions in the present perfect tense.
- Forming Yes/No questions in the present perfect tense following appropriate word order.
- Inquiring about someone's life experiences using the present perfect tense.
- Comparing personal life experiences with peers while having a brief oral exchange.

- 5.7 recognize the proper order of the grammar structure for affirmative and negative sentences in the present perfect tense,
- 5.8 form affirmative and negative sentences in the present perfect tense following appropriate word order,
- 5.9 exchange information about life experiences using affirmative and negative sentences in the present perfect tense correctly,
- 5.10 build Yes/No questions in the present perfect tense accurately,
- 5.11 inquire about someone's life experiences using the present perfect tense appropriately,
- 5.12 contrast personal life experiences with peers while having a simple oral exchange coherently,

- **Project: The best movie I have ever seen / The best book I have ever read**

Example 1:

The best movie I have ever seen is "Wonder". It is a drama movie. Stephen Chbosky is the director of the movie. David Hoberman and Tom Lieberman are the producers. Auggie Pullman is the protagonist of the story. "Wonder" is my favorite movie because Auggie is very generous with his family and friends and he is very smart.

Example 2:

The best book I have read is "Cuentos de Cipotes". There are many interesting tales in the book. The author of the book is Salvador Salazar Arrué. One of my favorite tales is "El cuento de lo que quiero y no quiero, las magiconerías y otras tonteras". The central characters are Firulina and Cocolina. They are very funny and creative.

- Brainstorming general facts about a favorite movie or book.
- Writing a brief description related to a favorite movie or book following a sample.
- Describing a favorite book or movie by using illustrations, charts, and body language to support ideas.
- Exchanging general facts with peers about a book or movie selected.

- 5.13 list general facts about a favorite movie or book effectively,
- 5.14 write simple and coherent descriptions related to a favorite movie or book,
- 5.15 exchange general information with peers about a favorite book or movie satisfactorily.

Attitudinal competencies when communicating in English

- Demonstrates interest when classmates describe their own life experiences.
- Listens attentively to classmates' descriptions of their favorite book or movie.

Keywords

sci-fi /'saɪ faɪ/
thriller /'θrɪlə(r)/
western /'westə(r)n/
tale /teɪl/
remake /,ri:'meɪk/

horror /'hɒrə(r)/
comedy /'kɒmədi/
director /dɪ'rektə(r)/
protagonist /prəʊ'tæɡənɪst/
antagonist /æn'tæɡənɪst/
subtitles /'sʌb,tʌɪt(ə)ls/

cast /kæst/
dubbed /dʌbd/

Irregular verbs (Past Participle)

cut - cut - **cut** /kʌt/
 cost - cost - **cost** /kɑːst/
 hurt - hurt - **hurt** /hɜː(r)t/

lose - lost - **lost** /lɑːst/
 buy - bought - **bought** /bɔːt/
 win - won - **won** /wʌn/
 read - read - **read** /red/
 tell - told - **told** /təʊld/
 make - made - **made** /meɪd/

drink - drank - **drunk** /drʌŋk/
 get - got - **gotten** /'ɡɒt(ə)n/
 take - took - **taken** /'teɪ.kən/
 see - saw - **seen** /siːn/
 write - wrote - **written** /'rɪt(ə)n/
 sing - sang - **sung** /sʌŋ/
 be - was / were - **been** /biːn/
 ride - rode - **ridden** /'rɪd.ən/

UNIT COMPETENCES

1. Highlight meaningful information, found in different sources, to describe a famous person's accomplishments.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Events in life Suggested vocabulary to teach: ✓ Change my hairstyle - changed my hairstyle ✓ Ride a horse - ridden a horse ✓ Meet a famous person - met a famous person ✓ Drive a car - driven a car ✓ Give a public speech - given a public speech ✓ Perform a dance in public - performed a dance ✓ Swim in a river - swum in a river ✓ Eat sushi - eaten sushi ✓ See a movie - seen a movie ✓ Go to another country - been to another country 	<ul style="list-style-type: none"> ▪ Brainstorming experiences in life. ▪ Listing life experiences. 	<p>Students can</p> <p>6.1 identify vocabulary related to life experiences precisely,</p>

- **Past participle form of regular and irregular verbs**

- ✓ change - **changed**
- ✓ ride - **ridden**
- ✓ meet - **met**
- ✓ drive - **driven**
- ✓ give - **given**
- ✓ swim - **swum**
- ✓ eat - **eaten**
- ✓ see - **seen**
- ✓ go - **gone/been**
- ✓ do - **done**
- ✓ draw - **drawn**
- ✓ sing - **sung**
- ✓ think - **thought**
- ✓ catch - **caught**
- ✓ choose - **chosen**
- ✓ bite - **bitten**
- ✓ feel - **felt**
- ✓ come - **come**
- ✓ fall - **fallen**
- ✓ hear - **heard**
- ✓ learn - **learned/learnt**
- ✓ cut - **cut**
- ✓ break - **broken**
- ✓ dream - **dreamed/dreamt**

- **Present Perfect tense structures**

- Affirmative statements**

Subject + auxiliary verb have/has + verb in past participle + complement + .

- Negative statements**

Subject + auxiliary verb have/has + not + verb in past participle + complement + .

- Recognizing verbs in past participle related to life experiences.
- Matching base form of verbs to their past participle form.
- Unscrambling affirmative, negative statements and Yes/No questions in the present perfect tense.
- Talking about experiences using the present perfect tense.

- 6.2 identify verbs related to life experiences in their past participle form accurately,
- 6.3 form affirmative, negative statements, and Yes/No questions in the present perfect tense correctly;
- 6.4 talk about experiences using the correct form of the present perfect tense,

Yes/No questions

Have/has + subject + ever
+ verb in past participle +
complement + ?

• Pronunciation rules of regular verbs in past participle

Final voiced sound /d/

For example:

- ✓ love - loved
- ✓ study - studied

Final voiceless sound /t/

For example:

- ✓ cross - crossed
- ✓ kick - kicked

Final /d/ or /t/ sound /ɪd/

For example:

- ✓ need - needed
- ✓ graduate - graduated

• For and since

For example:

- ✓ for 20 years
- ✓ for an hour
- ✓ for 3 weeks
- ✓ since 2005
- ✓ since January
- ✓ since 3 o'clock

For example:

- ✓ I have studied English **for** a year.
- ✓ I have studied English **since** 2020.
- ✓ My parents have been married **for** 15 years.

- Pronouncing /t/, /d/, and /ɪd/ sounds at the end of regular verbs in the past participle form.

- Classifying regular verbs in the past participle form according to their corresponding ending sound.

- Associating common time expressions with *for* and *since*.

- Completing sentences using *for* and *since*.

- 6.5 pronounce accurately /t/, /d/, and /ɪd/ sounds at the end of regular verbs in the past participle form;

- 6.6 discriminate -ed sounds at the end of regular verbs in the past participle form from varied sources successfully,

- 6.7 associate time expressions with *for* and *since* when describing the duration of activities,

- **How long have you..?**

For example:

- ✓ **How long have you played** the guitar?
- ✓ **I have played** the guitar **since 2019**.
- ✓ **I have played** the guitar **for 15 years**.

- **Common accomplishments**

- ✓ graduate - graduated
- ✓ win - won
- ✓ travel - traveled
- ✓ get - gotten
- ✓ earn - earned

For example:

- ✓ I have won a medal.
- ✓ I have earned a scholarship.

- **Project: My favorite person's accomplishments**

For example:

Malala Yousafzai has fought for women's education since she was a teenager.
She has won a Nobel prize.
She has co-founded the Malala Fund for many years.

- Inquiring the duration of an activity by forming questions with *How long..?* and the present perfect tense.
- Expressing the duration of an activity using the present perfect with *for/since*.
- Identifying common accomplishments in different sources such as magazines, books, biographies, among others.
- Listing common accomplishments.
- Telling personal accomplishments.
- Brainstorming someone's main accomplishments.
- Writing a simple description about someone's accomplishments by following a model.
- Describing someone's main accomplishments by using illustrations or charts to support ideas.

- 6.8 inquire the duration of an activity building precise questions in the present perfect tense correctly,
- 6.9 convey the duration of an activity using the present perfect tense with *for/since* correctly,
- 6.10 identify common accomplishments in different sources such as magazines, books, biographies, among others satisfactorily;
- 6.11 describe personal accomplishments coherently,
- 6.12 elaborate a coherent and brief description about someone's accomplishments,
- 6.13 describe someone's main accomplishments successfully using visual aids to support ideas.

Attitudinal competencies when communicating in English

- Shows interest when listening to their classmates' accomplishments.
- Demonstrates enthusiasm towards others' accomplishments.

Keywords

public **s**peech /'pʌblɪk spi:tʃ/
ridden /'rɪd(ə)n/
driven /'drɪv(ə)n/
given /'gɪv(ə)n/
sw**u**m /swʌm/

eaten /'i:t(ə)n/
seen /si:n/
been /bi:n/
done /dʌn/
g**o**tten /'gɒt(ə)n/

since /sɪns/
guitar /gɪ'ta:ɪr/
scholarship /'skɒlə(r)ʃɪp/
medal /'med.əl/
married /'merɪd/



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