

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

NICE TO MEET YOU

Approximate time: 12 hours

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.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <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 <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Verb to be: affirmative statements - I am Pablo Cortés. - She is my classmate. 	<p>Listening</p> <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. <p>Speaking</p> <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	
<p>Contents:</p> <ul style="list-style-type: none">■ Classroom objects■ Personal items■ Colors■ Possessions■ Expressions of thanks■ Common commands in the classroom <p>Grammar in context:</p> <ul style="list-style-type: none">■ To be: wh-questions, yes-no questions, negative statements, and short answers	<p>Listening</p> <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.	<ul style="list-style-type: none">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* /ði:z/ 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	
<p>Contents:</p> <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 <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Questions with <i>How much...?</i> - How much is that shirt? - How much are these oranges? 	<p>Listening</p> <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	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Dates (month/day/year) ■ Ordinal numbers: 1st to 31st ■ Holidays ■ Birthdays <p>Grammar in context:</p> <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? 	<p>Listening</p> <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

A PERFECT DAY

Approximate time: 27 hours

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.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Telling the time ■ Daily activities ■ Hobbies/entertainment <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Prepositions of time: in, on, at - I do my homework in the afternoon. - We eat dinner at six o'clock. - She plays tennis on Saturdays. ■ Frequency adverbs - I usually eat lunch at school. - He never wakes up after eight. - We hardly ever watch TV at night. 	<p>Listening</p> <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