

# Ninth Grade

## ENGLISH

### Ninth grade general objectives

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

- Recognize and produce language dealing with professional and academic background, plans and invitations, by reading and writing texts, in order to exchange information.
- Generate language by asking for and giving directions in the neighborhood or in a building in order to helpfully communicate with friends and neighbors.
- Comprehend and generate language by describing hometown's history and attractions, in order to achieve communication and promote cultural identity.
- Understand and articulate discourse by expressing data on food, numbers, prices and shopping in order to communicate and foster good spending habits.
- Produce language related to health problems, feelings, and leisure time activities by describing issues and giving suggestions to communicate ideas and promote good health habits and sound leisure time activities.

# UNIT 1

## MAKING FRIENDS IN THE NEIGHBORHOOD

Approximate time: 12 hours

### Objectives

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

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

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## ACHIEVEMENT INDICATORS

### CONCEPTS

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

#### Vocabulary:

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

#### Useful expressions:

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

### PROCEDURES

#### Reading

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

#### Writing

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

### ATTITUDES

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

# UNIT 2

## THE NEIGHBORHOOD

### Objectives

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

Approximate time: 9 hours

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

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## ACHIEVEMENT INDICATORS

### CONCEPTS

- Imperatives
  - **Walk** two blocks and **turn** left.
- Adverbs of location
  - The bathroom is **over there**.
  - The post office is **near here**.

#### Vocabulary:

- Across from, next to, on the corner of, in front of, at the corner of, behind, first floor, second floor, Luis's, Adriana's, turn right, turn left, go/walk/drive straight ahead, near, far, here, there.
- Post office, supermarket, basketball court, soccer, gym, clinic, drugstore.

#### Useful expressions:

- Excuse me, where is the library?  
It's...Where can I find a store?  
How do I get to the post office?  
It's not far from here. You can't miss it.

### PROCEDURES

#### Writing

- Writing directions to get to or locate places in the neighborhood and in a building.
- Writing street signs or labels.
- Drawing neighborhood maps or building plans.

### ATTITUDES

- 2.7 Writes directions to get to places in the neighborhood and in a building with vocabulary and grammatical accuracy.
- 2.8 Writes street signs and labels with correct spelling.
- 2.9 Draws original maps or plans with creativity.

# UNIT 3

## MY HOMETOWN

### Objectives

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

Approximate time: 24 hours

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

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## ACHIEVEMENT INDICATORS

### CONCEPTS

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

#### Vocabulary:

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

#### Useful expressions:

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

### PROCEDURES

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

#### Reading

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

#### Writing

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

### ATTITUDES

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

# UNIT 4

## Objectives

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

## IT'S ON SALE!

Approximate time: 24 hours

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



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### CONCEPTS

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

#### Vocabulary:

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

#### Useful expressions:

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

### PROCEDURES

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

#### Writing

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

### ATTITUDES

## ACHIEVEMENT INDICATORS

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

# UNIT 5

## Objectives

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

## ENTERTAINMENT

Approximate time: 27 hours

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

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### CONCEPTS

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

#### Vocabulary:

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

#### Useful Expressions:

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

### PROCEDURES

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

#### Reading

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

#### Writing

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

### ATTITUDES

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

## ACHIEVEMENT INDICATORS

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

# UNIT 6

## YOU SHOULD VISIT THE DOCTOR

### Objectives

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

Approximate time: 24 hours

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

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## ACHIEVEMENT INDICATORS

### CONCEPTS

- Feel + adjective
  - I **feel sick**.
  - He **feels fantastic**.
  - Have + noun
  - She **has a stomachache**.
  - Do you **have the flu**?
  - Modal auxiliaries: should/shouldn't
  - You **should visit** the doctor.
  - She **shouldn't move** her leg.
  - Imperatives
  - **Don't drink** anything cold.
  - **Take** some aspirin.
- Vocabulary:**
- hand, head, heel, knee, leg, mouth, neck, nose, shoulder, stomach, throat, thumb, backache, cough, earache, fever, the flu, headache, sore eyes/throat, antacid, aspirin, (cold) pills, cough drops, cough syrup, eye drops, better, fantastic, fine, great, awful, exhausted, homesick, miserable, sick, sore, terrible, symptoms: dizzy, nauseous, congested, bloated, itchy, etc.
- Useful Expressions:**
- What's wrong? What's the matter? How do you feel? I don't feel well. I feel...
- What should I do? What do you recommend? Take care of yourself.

### PROCEDURES

- Speaking**
- Saying the parts of the body.
  - Talking about health problems.
  - Describing emotional and physical states.
  - Giving recommendations and instructions.
- Reading**
- Scanning specific information on health problems from readings.
  - Matching words with definitions.
  - Skimming main ideas on health problems from readings.
  - Reading medical prescriptions.
  - Getting the notions of good and bad emotional and physical states from readings.
- Writing**
- Writing the different parts of the body.
  - Filling out prescriptions.
  - Describing health problems.
  - Writing reports on solutions to health problems.

### ATTITUDES

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