



Unit 6

Teacher's Guide for the English Curriculum

Tenth Grade

2020



MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés



Autoridades

Giselle Cruz Maduro

Ministro de Educación Pública

Melania Brenes Monge

Viceministra Académica de Educación

María Alexandra Ulate Espinoza

Directora de la Dirección de Desarrollo Curricular

Rigoberto Corrales Zúñiga

Jefe del Departamento de Tercer Ciclo y Educación

Comisión redactora

Mag. Marianella Granados Sirias,
Asesora Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

Mag. Alfredo Ortega Cordero,
Asesor Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

MSc. Henry Enríquez
Asesor Regional de Inglés, Dirección Regional Cañas

Docentes de Inglés de Tercer Ciclo y Educación Diversificada

Elibeth Salas Rodríguez , Liceo de Colorado
Johan Córdoba Guzmán, Liceo de Colorado
Andrea Lobo, CTP Abangares
Irene Agüero, Liceo de San Rafael
Roberto López, Liceo Maurilio Alvarado
José Francisco Porras, Liceo Maurilio Alvarado
Yorhani Esquivel Baltodano, Liceo de Colorado
Diógenes Gutiérrez López. CTP de Cañas

Voluntarios Cuerpo de Paz

Breanne Schnell
Daniel Larson

Marco Brenes López
Dirección de Recursos Tecnológicos, Diseño de portada

Level 10th		CEF Level to be Reached B1 Basic User/Independent User							Unit 6
Scenario: What Comes Next?									
Enduring Understanding	Every day people are faced with choices - some big, some small - and the way people react to those choices shape their future.								
Essential Question	How do decisions we make today change our lives tomorrow?								
New Citizenship:									
Dimensions									
1. Ways of thinking (✓)									
2. Ways of living in the world (✓)									
3. Ways of relating with others (✓)									
4. Tools for integrating with the world (✓)									
Assessment and Goals									
Week 1 Goals	Week 1 Assessment	Week 2 Goals	Week 2 Assessment	Week 3 Goals	Week 3 Assessment	Week 4 Goals	Week 4 Assessment	Week 5/6	
<p>L.1. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p>L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.</p>	<p>L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p>L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.</p>	<p>R.3. use key words, diagrams, and illustrations to support reading comprehension.</p> <p>R.4. understand texts of various lengths as long as the words used are familiar and/or concern areas</p>	<p>R.3. uses texts of various lengths as long as the words used are familiar. Identifying relevant information and drawing conclusions.</p> <p>R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p>	<p>SI.1. interview others if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.</p> <p>SP.2. express and ask for others' opinions and needs on familiar subjects.</p>	<p>SI.1. interviews others if the questions have been prepared beforehand.</p> <p>SP.2. expresses and asks for others' opinions and needs.</p>	<p>SP.3. explain and justify points of view, assumptions, and future plans, briefly.</p> <p>W.2. write a report on an important personal experience (e.g., graduating from school, getting interviewed, and choosing a career) and</p>	<p>SP.3. explains and justifies points of view, assumptions, and plans, briefly.</p> <p>W.2. writes a one-page report based on real events.</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <p>✓ Essay about</p>	

<p>R.1. understand factual text and simple reports on familiar topics (e.g., interviews).</p> <p>SP.1. describe personal goals and intentions.</p>	<p>R.1. recognizes factual text and simple reports on familiar topics.</p> <p>SP.1. describes personal goals and Intentions.</p>	<p>of student interest.</p> <p>W.1. summarize simple text dealing with familiar subjects.</p>	<p>W.1. restates a main idea in a few words.</p>	<p>SI.2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p>	<p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p>	<p>check written summaries and reports to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas).</p>	<p>future plans.</p> <p>✓ A multi-step research Career Research: "Planning my Future"- Gallery Walk (learners explore different careers and professions they want to pursue, complete with educational requirements, salary and job opportunities)</p>
<p>Phonology</p> <p>R2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.</p> <ul style="list-style-type: none"> Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. Even though this goal is still linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well. 							
<p>Theme</p> <p>1. Pass or Fail?</p>	<p>Theme</p> <p>2. College or Career?</p>	<p>Theme</p> <p>3. Study Here or Abroad?</p>	<p>Theme</p> <p>4. Getting By or Getting Ahead?</p>				
<p>Function</p> <ul style="list-style-type: none"> Describing feelings, emotions, and attitudes about my goals for passing or failing. 	<p>Function</p> <ul style="list-style-type: none"> Giving advice and suggestions about deciding to go to college or career. 	<p>Function</p> <ul style="list-style-type: none"> Describing experiences, events and opinions about studying locally or abroad. 	<p>Function</p> <ul style="list-style-type: none"> Stating obligation and necessity about getting by or getting ahead in the future. 				
<p>Discourse Markers</p>	<p>Discourse Markers</p>	<p>Discourse Markers</p>	<p>Discourse Markers</p>				

<p><u>Connecting words expressing cause and effect, contrast:</u></p> <ul style="list-style-type: none"> - On the other hand, I am going to work hard to reach my goals. - However, it will take lots of effort and sacrifices. <p><u>Initiating and closing a conversation</u> Initiating</p> <ul style="list-style-type: none"> - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? <p><u>Managing interaction</u> Interrupting</p> <ul style="list-style-type: none"> - Sorry to interrupt you but ... - I have a question. - Could I interrupt here? <p><u>Closing</u></p> <ul style="list-style-type: none"> - It's been nice talking to you. See you later. - I'm sorry, I have to go now. - Must go. 	<p><u>Initiating and closing a conversation</u> Initiating</p> <ul style="list-style-type: none"> - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? <p><u>Managing interaction</u> Interrupting</p> <ul style="list-style-type: none"> - Sorry to interrupt you but ... - I have a question. - Could I interrupt here? <p><u>Closing</u></p> <ul style="list-style-type: none"> - It's been nice talking to you. See you later. - I'm sorry, I have to go now. - Must go. 	<p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... <p>So, as I was saying, Well...</p>	<p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... <p>So, as I was saying, Well...</p>
<p>Grammar & Sentence Frames</p> <p><u>Past Tense</u></p> <ul style="list-style-type: none"> - I passed all my subjects but I failed to understand some things very well. - I want to be like my brother who went away to college. - I respected my friend's choice to study at INA and now he is a great mechanic. 	<p>Grammar & Sentence Frames</p> <p><u>Modals</u></p> <ul style="list-style-type: none"> - I might stay in my hometown, or go to San José to study. - You might schedule your interview in the morning, or you could wait until the afternoon. 	<p>Grammar & Sentence Frames</p> <p><u>Present continuous</u></p> <ul style="list-style-type: none"> - I'm doing my homework this evening. - I'm starting university in January. - We're planning to study in San José next year. 	<p>Grammar & Sentence Frames</p> <p><u>Going to</u> <u>To talk about plans and intentions</u></p> <ul style="list-style-type: none"> - I'm <u>going to</u> have an interview next week. - He is <u>going to</u> move to the U.S. for an exchange program.

<p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> - You should shape up or you will have to drop out of school. - You need to find out what your choices are. - Don't give up your dreams. - 	<ul style="list-style-type: none"> - You should ask yourself exactly what you want from a job or a career. - What could the speaker say in answer to the question? - Should you write about the paragraph you read? - 	<ul style="list-style-type: none"> - My teacher is thinking of taking a sabbatical year after next year. - As for now, I am only focusing my attention on finishing my studies. - 	<p><u>If clause</u></p> <ul style="list-style-type: none"> - We won't be able to get into the university <u>if</u> we don't pass the bachillerato. - <u>If</u> I graduate from high school, I will try to get a job soon. <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - I am a critical and business-oriented person. - I am math-oriented, so I'd like to study something related to that field. <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> - What are your goals for the future? - What do you plan to do after graduating from high school? - Where would you like to study? <p>Which profession should I choose?</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p><u>Pass or Fail?</u></p>	<p><u>College or Career?</u></p>	<p><u>Study Here or Abroad?</u></p>	<p><u>Getting by or Getting Ahead?</u></p>

<ul style="list-style-type: none"> - Success, failure, choice, pass, fail, 	<ul style="list-style-type: none"> - College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent 	<ul style="list-style-type: none"> - Exchange program, academics, choose, decision making, goals. 	<p>Short- and long- term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.)</p>
<p>Psycho-social</p> <ul style="list-style-type: none"> - Being aware of own strengths and limitations. <p>Sociocultural</p> <ul style="list-style-type: none"> - Being open to give and receive constructive feedback. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Thinking critically about my own future for setting my goals. <p>Sociocultural</p> <ul style="list-style-type: none"> - Being open to give and receive constructive feedback. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Thinking critically about my own future for setting my goals. <p>Sociocultural</p> <ul style="list-style-type: none"> - Showing interest and respect for other's life and feelings with a non-judgmental attitude. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Managing own emotions and self-control when interacting with others. <p>Sociocultural</p> <ul style="list-style-type: none"> - Showing interest and respect for other's life and feelings with a non-judgmental attitude.

Didactic Planning Week # 1

Level: 10th		Unit: 6	
Domain:	Scenario: What Comes Next?	Theme: Pass or Fail?	
<p>Enduring Understanding: Every day people are faced with choices - some big, some small - and the way people react to those choices shape their future.</p> <p>Essential Question: How do decisions we make today change our lives tomorrow?</p> <p>New Citizenship:</p>			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames	Functions	Psycho-social	
Past Tense	• Describing feelings, emotions, and attitudes about my goals for passing or failing.	– Being aware of own strengths and limitations.	
– I passed all my subjects but I failed to understand some things very well.	Discourse Markers	Sociocultural	
– I want to be like my brother who went away to college.	Connecting words expressing cause and effect, contrast:	– Being open to give and receive constructive feedback.	
– I respected my friend's choice to study at INA and now he is a great mechanic.	On the other hand , I am going to work hard to reach my goals.		
	However , it will take lots of effort and sacrifices.		
	Initiating and closing a conversation.		
Phrasal Verbs	Initiating		
– You should shape up or you will have to drop out of school.	– Can I talk to you for a minute?		
– You need to find out what your choices are.	– Excuse me, please. Do you have a minute?		
– Don't give up your dreams.			

<p>Vocabulary</p> <p>Pass or Fail?</p> <p>– Success, failure, choice, pass, fail.</p>	<p><u>Managing interaction</u></p> <p><u>Interrupting</u></p> <p>– Sorry to interrupt you but ... – I have a question. – Could I interrupt here?</p> <p>Closing</p> <p>– It’s been nice talking to you. See you later. – I’m sorry, I have to go now. – Must go.</p>		
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
		<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do’s, and class agenda, etc.</p> <p>Participating: Warm up https://www.youtube.com/watch?v=zLYECljmnQs&pbjreload=10 Learners will watch a short video about “famous failures” and how these famous people became successful. Based on the video, learners will comment on what was his/her favorite one and why?</p> <p>Engaging: Activation of prior knowledge</p> <p>In groups, learners are given the following questions to reflect on.</p> <ol style="list-style-type: none"> 1. Have you ever failed any subject in school? 2. Have you ever failed a game? 3. Have you ever failed at something that was important to you? 4. How did you react to that failure? 5. Did something positive come out of it? What? 	

Introducing

Teacher shares four phrasal verbs for education by using a chart. T models how to pronounce them and also their meaning by using them in context.

Phrasal Verbs for Education	
<p>shape up meaning: to develop in a particular way, especially in a good way</p> <p>sample: <i>Our plans are shaping up nicely (= showing signs that they will be successful).</i></p>	<p>drop out (of something) meaning: to leave school, college, etc. without finishing your studies</p> <p>sample: <i>to drop out of school/college</i> <i>She started a degree but dropped out after only a year.</i></p>
<p>find out meaning: <i>find out (about something/somebody) find out something (about something/somebody) to get some information about something/somebody by asking, reading, etc.</i></p> <p>sample: <i>Visit our website to find out more.</i></p>	<p>give something up meaning: to stop doing or having something</p> <p>sample: <i>She didn't give up her dream of being a doctor when she had the baby. You shouldn't give up attending the course.</i></p>
<p>drop in meaning: <i>to come for a visit without having received an invitation for a specific time</i></p> <p>sample : <i>Drop in whenever you are in the neighborhood.</i></p>	

T asks learners to write some sentences using the phrasal verbs. Then, learners read them out loud. T helps learner to improve intonation if necessary.

<p>L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p><u>Indicators of Learning</u></p> <p>Recognizes the topic when people speak at normal speed on familiar topics</p> <p>Identifies key words when people speak at</p>	<p>L.1. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p>	<p>Pre-listening T shows a picture to students and asks learners to predict what they think the video will be about.</p> <div data-bbox="848 521 1575 971" data-label="Image"> </div> <p>Listening for the first time T shows learners a video called Why did Steve Jobs drop out of college? https://youtu.be/DjxhenAHyGk Then, learners listen to it very carefully and at the end of the video they will write down what the video is about.</p> <p>Finally, learners identify the correct key words to complete each sentence based on the video.</p>	
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normal speed on
familiar topics

Distinguishes main
points when people
speak at normal speed
on familiar topics.

Word bank

drop in / drop out / found out/ gave up


1.	Steve Job's biological mother _____ that the parents were going to adopt Steve didn't finish their studies.
2.	Steve has his own reasons to _____ college.
3.	Steve decided to _____ in classes that were more interesting for him.
4.	Based on the video, we can conclude Steve never _____ on his dreams.

Pair/Group feedback

T asks learners to work in pairs and comment on the content of video. Learners help each other if finding difficulties to solve the exercise or problems understanding vocabulary words.

Listening for the second time

Ls watch the video again and create a chronology of events in Steve's life. They have to write 7 events in chronological order.

<p>L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.</p>	<p>L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.</p>		<p style="text-align: center;">Steve Jobs</p>					
			<p style="text-align: center;">Chronology of events</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1.</td></tr> <tr><td style="text-align: center;">2.</td></tr> <tr><td style="text-align: center;">3.</td></tr> <tr><td style="text-align: center;">4.</td></tr> <tr><td style="text-align: center;">5.</td></tr> <tr><td style="text-align: center;">6.</td></tr> <tr><td style="text-align: center;">7.</td></tr> </table>			1.	2.	3.
1.								
2.								
3.								
4.								
5.								
6.								
7.								
<p>Pre-listening Teacher asks learners to google Malala information by using their phones and share their findings.</p>		<p>Post-listening Ls will write a seven line paragraph about Steve's biography based on the ideas from the previous activity.</p>						

Indicators of Learning

Identifies the topic of audio text if the topic is familiar and the text can be replayed

Recognizes key words of audio text if the topic is familiar and the text can be replayed

Gets main ideas of audio text if the topic is familiar and the text can be replayed

Listening for the first time

T shows learners a video called Malala Yousafzai, Activist | Biography <https://youtu.be/6by9NEhT9GM..> Learners answer the following questions:

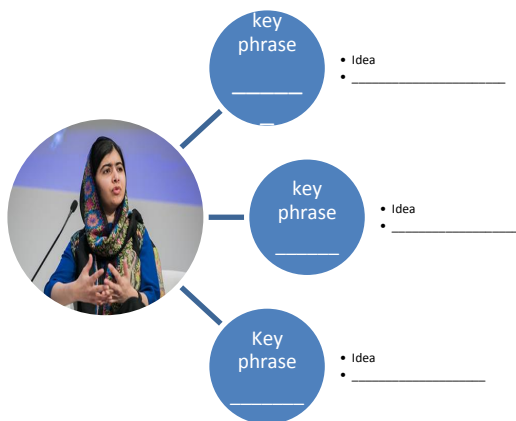
1. What is the video about?
2. Why did Malala become an education activist?



Pair/Group feedback

T asks learners to work in pairs and comment on the content of video. Learners help each other if finding difficulties to solve the exercise or problems understanding vocabulary words.

Listening for the second time

Learners watch the video for the second time. Then, teacher asks learners to complete a graphic organizer by using the key words and phrases from the video. After that, learners write sentences to expand the phrases.



<p>R.1. recognizes factual text and simple reports on familiar topics.</p> <p>Indicators of Learning</p> <p>Identifies main ideas in factual text and simple reports on familiar topics.</p>	<p>R.1. understand factual text and simple reports on familiar topics (e.g., interviews).</p>	<p>Post-listening</p> <p>Learners share their graphic organizer information orally in groups.</p> <p>Pre-reading</p> <p>Learners get a text without a title. Teachers asks learners to go over the text rapidly and decide on a title. T asks learners to check on important keywords, pictures and dates.</p> <div data-bbox="982 641 1444 1209" style="text-align: center;">  <p>Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)! Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.</p> <p>He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy. It was difficult, but as Jobs later said, "I had no idea what I wanted to do with my life." Two years later in 1974, he travelled to India, and while there he learned about Buddhism.</p> <p>After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak. Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56.</p>  <p><small>Permission granted to reproduce for classroom use. © www.aimingstudies.com</small></p> </div> <p>Reading for the first time</p> <p>Teacher asks learners to go over the text again but this time learners will focus on each paragraph to highlight main ideas.</p>	
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Distinguishes supporting details in factual text and simple reports on familiar topics.

Pair/Group feedback

Learners work in pairs to share the highlighted ideas per paragraph. Then, learners highlight together the ones omitted after sharing.

Reading for the second time

Learners read the article again to answer some reading comprehension questions. Then, in pairs they will check the answers and do peer correction if necessary.

NAME: _____ DATE: _____

COMPUTERS

● READING COMPREHENSION

Score out of ten	As percentage
7/10	%

1. The article is about the Apple Computer company.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

2. When was Steve Jobs born?

- (a) 1974
- (b) 1955
- (c) 1964

3. He made his own televisions as a boy because his family was poor.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

4. In Paragraph 2, what does "them" refer to?

- (a) hobbies
- (b) computers
- (c) televisions

5. Why didn't Steve Jobs study in grade five in school?

- (a) He studied very hard.
- (b) He thought it was too difficult.
- (c) He didn't know what to do with his life.

6. Steve Jobs never graduated from high school.

- (a) TRUE
- (b) FALSE
- (c) It doesn't say.

7. In Paragraph 2, what does "it" mean?

- (a) deciding to quit college
- (b) travelling to India
- (c) studying at college

8. When did Steve Jobs make Apple Computer company?

- (a) 1976
- (b) 1974
- (c) 1975

9. What was the name of Steve Jobs' wife?

- (a) Atari
- (b) Steve
- (c) It doesn't say.

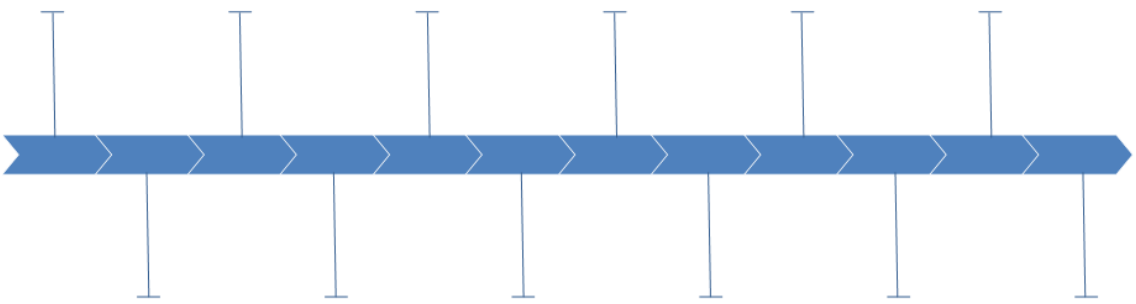
10. When did Steve Jobs die?

- (a) 2003
- (b) 1991
- (c) 2011

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Post-reading

Teacher divides the reading into three parts. Then, Ls get in groups of three. T assigns a different text section to each group to read. Each group reads the assigned part. After that, students report to the whole group what they read orally.

<p>SP.1. describes personal goals and Intentions.</p> <p><u>Indicators of Learning</u></p> <p>Selects the appropriate online information and visuals to give a presentation about personal goals and Intentions.</p> <p>Organizes the online information and visuals to give a presentation about personal goals and Intentions.</p> <p>Makes sentences with the online information and with the appropriate linkers or connecting words to</p>	<p>SP.1. describe personal goals and intentions.</p>	<p>Planning</p> <p>Task: In the counseling class, learners have been asked to prepare a presentation about their personal goals and intentions because this can be useful for their future life and career project.</p> <p>Teacher asks learners to brainstorm their more meaningful events in life and also their personal goals and intentions.</p> <p>Organizing</p> <p>Teacher explains what a timeline is and asks learners to design their own.</p> <p>TIMELINE</p>  <p>Learners write sentences to explain the ideas they wrote in timeline of their own lives using the appropriate linkers or connecting words. They include meaningful events but also personal goals and intentions.</p> <p>Rehearsing</p>	
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<p>give a well-organized presentation about personal goals and Intentions.</p> <p>Gives a well-organized presentation about personal goals and Intentions.</p>		<p>Ls practice what they will explain about their timelines in the presentation and do a self –monitoring activity with a chart to make sure they are including all the task elements.</p> <table border="1" data-bbox="676 370 1759 711"> <thead> <tr> <th colspan="4">Oral Presentation Checklist</th> </tr> <tr> <th>The presentation...</th> <th>Yes</th> <th>No</th> <th>Partially</th> </tr> </thead> <tbody> <tr> <td>is well -organized (it has beginning, a middle and an end)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>'s sentences are well connected. (use of connectors)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>timeline has a logical sequence of events</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has resources to support it.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has clear sentences.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>fulfills the information asked in the task.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Producing Learners deliver their presentation about their timelines to the rest of the group.</p>	Oral Presentation Checklist				The presentation...	Yes	No	Partially	is well -organized (it has beginning, a middle and an end)				's sentences are well connected. (use of connectors)				timeline has a logical sequence of events				has resources to support it.				has clear sentences.				fulfills the information asked in the task.				
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Integrated Mini-Project			Time																																
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>Option #1 Learners prepare one presentation about one person that changed the world although, they were unsuccessful at the beginning of his / her goals. In groups of 3, Ls will design one stand to honor the person they have chosen.</p> <p>Option #2 A multi-step research Career Research: “<i>Planning my Future</i>”- Gallery Walk (learners explore different careers and professions they want to pursue, complete with educational requirements, salary and job opportunities)</p>			<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>																																

Participating to negotiate: (5 or 10 minutes in week 1 or 2)	
---------------------------------------------------------------------	--

Reflective Teaching

What worked well	What didn't work well	How to improve
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Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
<i>I can...</i>	Yes	<i>In progress</i>	No
recognize the topic when people speak at normal speed on familiar topics			
identify key words when people speak at normal speed on familiar topics			
distinguish main points when people speak at normal speed on familiar topics.			
identify the topic of audio text if the topic is familiar and the text can be replayed			
recognize key words of audio text if the topic is familiar and the text can be replayed			
get main ideas of audio text if the topic is familiar and the text can be replayed.			
identify main ideas in factual text and simple reports on familiar topics.			
distinguish supporting details in factual text and simple reports on familiar topics.			
select the appropriate online information and visuals to give a presentation about personal goals and intentions.			
organize the online information and visuals to give a presentation about personal goals and intentions.			
make sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about personal goals and intentions.			
give a well-organized presentation about personal goals and intentions.			


Week 1 Resources


Phrasal Verbs for Education	
<p>shape up meaning: to develop in a particular way, especially in a good way</p> <p>sample: <i>Our plans are shaping up nicely (= showing signs that they will be successful).</i></p>	<p>drop out (of something) meaning: to leave school, college, etc. without finishing your studies</p> <p>sample: <i>to drop out of school/college</i> <i>She started a degree but dropped out after only a year.</i></p>
<p>find out meaning: <i>find out (about something/somebody) find out something (about something/somebody) to get some information about something/somebody by asking, reading, etc.</i></p> <p>sample: <i>Visit our website to find out more.</i></p>	<p>give something up meaning: to stop doing or having something</p> <p>sample: <i>She didn't give up her dream of being a doctor when she had the baby.</i> <i>You shouldn't give up attending the course.</i></p>
<p>drop in meaning: <i>to come for a visit without having received an invitation for a specific time</i></p> <p>sample : <i>Drop in whenever you are in the neighborhood.</i></p>	

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Word bank	
drop in / drop out / found out/ gave up	
1.	Steve Job's biological mother _____ that the parents were going to adopt Steve didn't finish their studies.
2.	Steve has his own reasons to _____ college.
3.	Steve decided to _____ in classes that were more interesting for him.
4.	Based on the video, we can conclude Steve never _____ on his dreams.

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Steve Jobs	 Steve Jobs 1955-2011
Chronology of events	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

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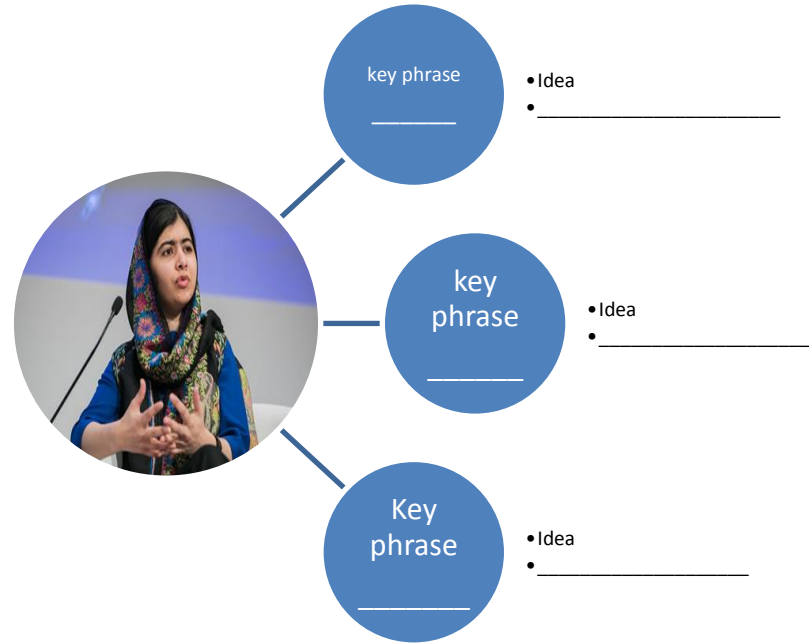
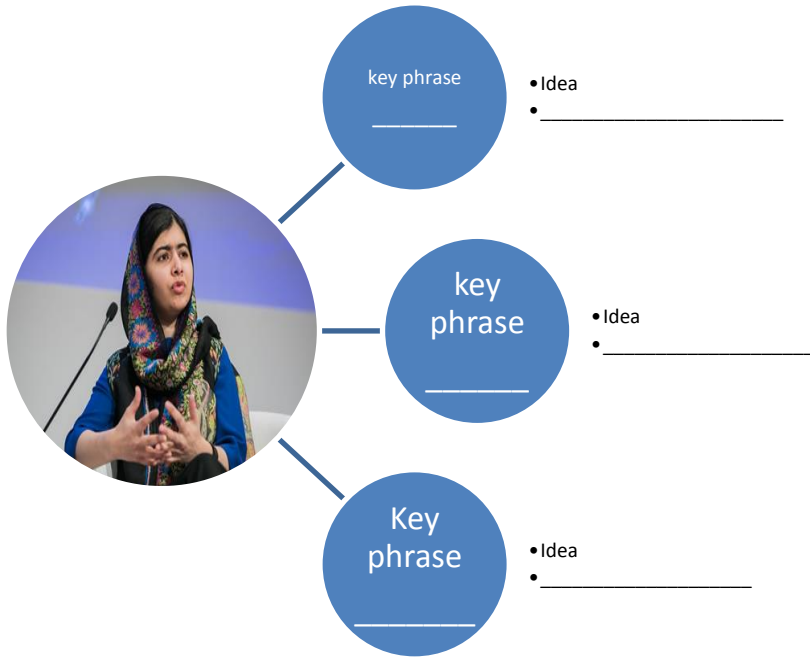




Photo: Albert Watson

Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)! Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put **them** back together again. He was a very good student in

school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy. **It** was difficult, but as Jobs later said, "I had no idea what I wanted to do with my life." Two years later in 1974, he travelled to India, and while there he learned about Buddhism.

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NAME: _____

DATE: _____

COMPUTERS

● READING COMPREHENSION

- The article is about the Apple Computer company.
(a) TRUE
(b) FALSE
(c) It doesn't say.
- When was Steve Jobs born?
(a) 1974
(b) 1955
(c) 1964
- He made his own televisions as a boy because his family was poor.
(a) TRUE
(b) FALSE
(c) It doesn't say.
- In Paragraph 2, what does 'them' refer to?
(a) hobbies
(b) computers
(c) televisions
- Why didn't Steve Jobs study in grade five in school?
(a) He studied very hard.
(b) He thought it was too difficult.
(c) He didn't know what to do with his life.
- Steve Jobs never graduated from high school.
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(c) studying at college
- When did Steve Jobs make Apple Computer company?
(a) 1976
(b) 1974
(c) 1975
- What was the name of Steve Jobs' wife?
(a) Atari
(b) Steve
(c) It doesn't say.
- When did Steve Jobs die?
(a) 2003
(b) 1991
(c) 2011

Score out of ten	As percentage
/10	%

NAME: _____

DATE: _____

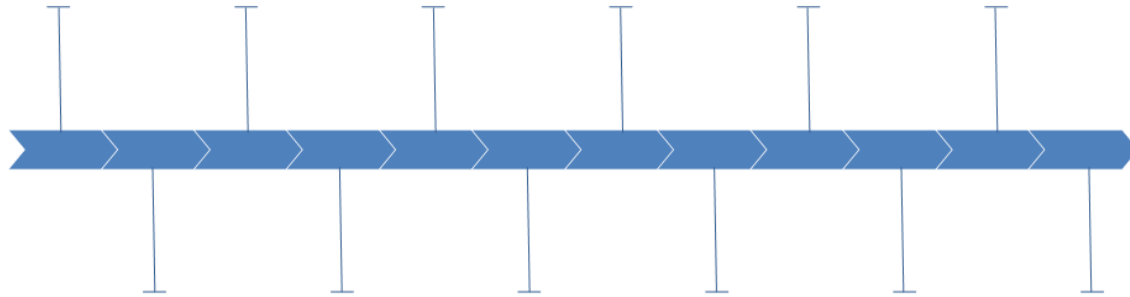
COMPUTERS

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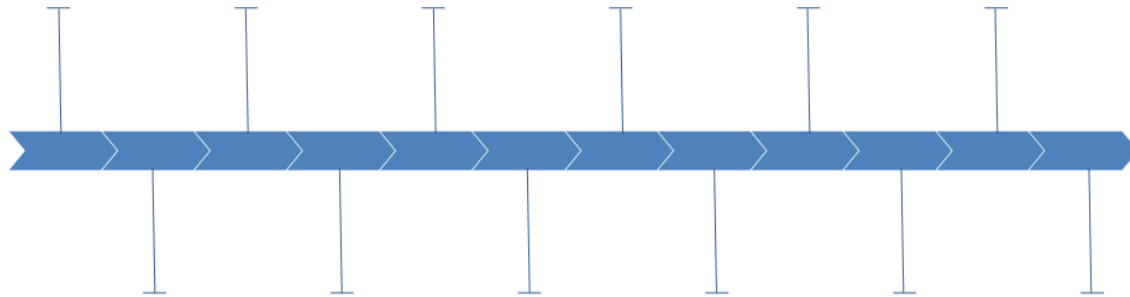
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TIMELINE



TIMELINE



Oral Presentation Checklist			
The presentation...	Yes	No	Partially
is well -organized (it has beginning, a middle and an end)			
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Didactic Planning Week # 2

Level: 10th		Unit: 6	
Domain:	Scenario: What Comes Next?	Theme: College or Career?	
<p>Enduring Understanding: Every day people are faced with choices - some big, some small - and the way people react to those choices shape their future. Essential Question: How do decisions we make today change our lives tomorrow?</p>			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames	Function	Psychosocial	
<p><u>Modals</u></p> <ul style="list-style-type: none"> - I might stay in my hometown, or go to San José to study. - You might schedule your interview in the morning, or you could wait until the afternoon. - You should ask yourself exactly what you want from a job or a career. - What could the speaker say in answer to the question? - Should you write about the paragraph you read? 	<p>Giving advice and suggestions about deciding to go to college or career.</p> <p style="text-align: center;">Discourse Markers</p> <p><u>Initiating and closing a conversation</u></p> <p>Initiating</p> <ul style="list-style-type: none"> - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? <p><u>Managing interaction</u></p> <p><u>Interrupting</u></p> <ul style="list-style-type: none"> - Sorry to interrupt you but ... - I have a question. - Could I interrupt here? <p><u>Closing</u></p> <ul style="list-style-type: none"> - It's been nice talking to you. See you later. - I'm sorry, I have to go now. -- Must go 	<ul style="list-style-type: none"> - Thinking critically about my own future for setting my goals. <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> - Being open to give and receive constructive feedback. 	
Vocabulary			
<u>College or Career?</u>			

College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
		<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p>Participating: Warm up T writes on the board two words in big letters and circles them: COLLEGE/ CAREER. T asks students to mention what comes to their minds when they think about these two words. T writes students opinions on the board under each of them. The students explain the difference between these two concepts with their own words, by doing a short research about the terms.</p> <p>Engaging: T mentions different dictionary definitions for college and career. Ls read them and point key words in the definitions.</p> <div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>A career is all about building up skills through various employment opportunities, giving you the ability to move on to higher paying and more prestigious ones. Careers provide a foundation of experiences that help fuel your professional life for many years. Careers are more long-term and are about learning, gaining experience, building connections, and putting yourself in the right position for promotions and raises. Also, careers tend to be more salary based, as opposed to hourly based like jobs, and often include benefits such as paid time off and health. https://www.south.edu/blog/the-difference-between-a-job-and-a-career/</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>College: A smaller institution that usually offers undergraduate degrees is considered a college. There are even community college and junior colleges that provide students with two-year degrees. Most four-year colleges offer bachelor's degrees with some also offering associate degrees. https://www.collegerank.net/difference-college-university</p> </div>	

Introducing :

Teacher explains the use of the three modals by using the images below in the context of college and careers. Teacher models sentences such as:

- I **might** stay in my hometown, or go to San José to study.
- You **might** schedule your interview in the morning, or you could wait until the afternoon.
- You **should** ask yourself exactly what you want from a job or a career.
- What **could** the speaker say in answer to the question?
- **Should** you write about the paragraph you read?

MAY vs MIGHT

MAY	MIGHT
<p>1. MAY should be used when you are talking about a possible event or an event that could be factual. - I may go to the cinema after dinner.</p> <p>2. May is the verb in the present tense. - Gabrielle may cook dinner for our whole group of friends tonight.</p>	<p>1. MIGHT refers to events that are hypothetical or possible but very unlikely. - If you get ready in five minutes, you might be able to catch your plane.</p> <p>2. Might is the same verb but in the past tense. - Jimmy might have tried to contact me earlier, but my phone was switched off.</p> <p>3. Might have is best to use in the past tense.</p>

MODAL VERBS

English Study Page

ABILITY
(formal)

I could play a guitar when I was a child.

REQUEST
(formal)

Could you lend me this book?

SUGGESTION

I could help you with English.

PERMISSION
(formal)

Could we go home now?

POSSIBILITY
(formal)

A lot of crime could be prevented.

CONDITIONAL OF CAN

I could visit many places if I had more money.

COULD

www.englishstudypage.com Like facebook.com/englishstudypage

SHOULD MODAL VERBS IN ENGLISH

SHOULD

SHOULD + verb

I should study.

You should go to bed.

He should go to work.

They should be there.

SHOULD

SHOULD + verb + ing

We should stop smoking.

She should be going to school.

I should be working harder.

They should be getting on better.

SHOULD

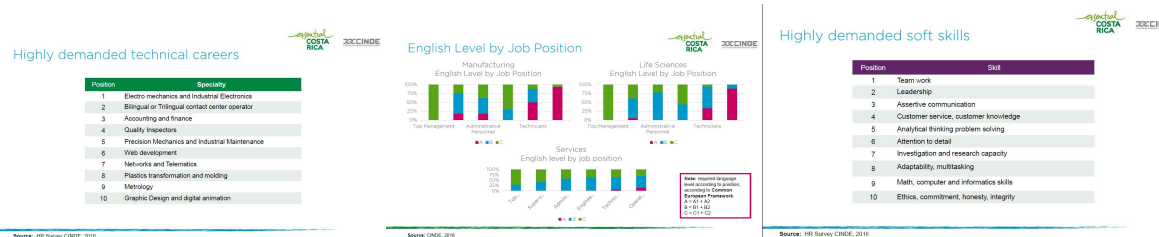
SHOULD + have + verb + ed

You should have called me.

He should have written to her.

They should have been there.

Teacher shows learners a list of highly demanded technical careers from CINDE, a list of soft skills needed for these careers and the English level required. Based on all the information learners will go over them and fill out the chart below with the required information. See the example below.



Technical career	Soft skills required	English Level
Quality Inspector		

Finally, learners share and discuss their answers with the teacher and the rest of the group.

R.3. uses texts of various lengths as long as the words used are familiar.

R.3. use key words, diagrams, and illustrations to support reading comprehension.

Pre-reading

Learners work in groups of three and discuss the following questions:

- 1- Have you already made up your mind about going to college?
- 2- If yes, what factors should you consider to make your career choice?

Indicators of Learning

Identifies the topic of texts of various lengths as long as the words used are familiar.

Identifies key words of texts of various lengths as long as the words used are familiar.

Reading for the first time

Teacher gives students a couple of minutes to scan the reading by using their phones in groups.
<https://www.thebalancecareers.com/should-you-go-to-college-525564>
Then she asks some students to mention what the article is about and which of the reasons given they consider most important and why.

Pair/Group feedback

Students share their answers about the previous exercise in small groups.

Reading for the second time

- a. Learners match the keywords with their meanings.

Keyword		Meaning	
1.	pursue	It can be an associate's, bachelor's, master's, or even a doctorate. It can take anywhere from two to four years or longer to get a certificate.	()
2.	degree	a job or profession	()
3.	aptitude	An institution of higher education created to educate and grant degrees; often a part of a university.	()
4.	skills	Specialization in a particular subject or field at college or university.	()
5.	majors	An act of selecting or making a decision when faced with two or more possibilities.	()
6.	choice	The ability to use one's knowledge effectively and readily in execution or performance. A learned power of doing something competently.	()
7.	college	Capability; ability; innate or acquired capacity for something, talent.	()
8.	occupation	To find or employ measures to obtain or accomplish something.	()

<p>Distinguishes the gist of texts of various lengths as long as the words used are familiar.</p> <p>R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p> <p><u>Indicators of Learning</u></p> <p>Identifies the topic in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p> <p>Identifies the intended audience in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p>	<p>R.4. Understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</p>	<p>b. Answer the following questions based on the reading: Should I go to college?</p> <ol style="list-style-type: none"> Who is the reading intended to? What is the main topic of the reading? When is it recommended to look for this type of reading? <p>Post-reading In small groups, students discuss some aspects they consider important when choosing a university to attend. Then, they will share their answers with their classmates.</p> <p>Pre-reading Ls work in groups to brainstorm ideas about how to make the right career choice.</p> <p>Reading for the first time Learners read the article entitled Making the Right Career Move. https://www.mindtools.com/pages/article/newCDV_73.htm Learners read the article for 30 seconds and answer the following questions:</p> <ol style="list-style-type: none"> What is the article about? Who is the intended audience? <p>Pair/Group feedback Students share their answers in small groups.</p> <p>Reading for the second time</p> <ol style="list-style-type: none"> Go over the text and check (✓) the structure it has. <table border="1" data-bbox="688 1312 1304 1377"> <tr> <td style="text-align: center;">Text Structures</td> <td></td> </tr> <tr> <td>sequence/process</td> <td></td> </tr> </table>	Text Structures		sequence/process		
Text Structures							
sequence/process							

Recognizes the text structure in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Gets main idea in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

description	
time order/chronology	
proposition/support	
compare/contrast	
problem/solution	
cause/effect	

4. Get the main idea of the paragraphs of Job Analysis and Analysis of Satisfaction Criteria and write it down next to each circle.



**Factor One:
Job
Analysis**

**Factor Two:
Analysis of
Satisfaction
Criteria**

- _____
- _____

Extracts supporting details in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Analyzes the author's argument in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Draws conclusions texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

W.1. restates a main idea in a few words.

Indicators of Learning

Prewrites a summary with a main idea in a few words dealing with familiar subjects.

W.1. summarize simple text dealing with familiar subjects

- T asks learners to number the paragraphs, then, highlight supporting details from each paragraph and after that, complete the following chart by using supporting details.

Paragraph number	Supporting details per paragraph

- What is the author's position in regards Making the Right Career Move?

- What conclusions can you take from the article?

Post-reading

T asks learners to work in groups and comment on the following situation.

You are offered two different positions and you have to decide which one you want. So, how do you choose the right one for you? Go over the article again and use the information to justify your answer.

Pre-writing

T asks learners to watch a video and take notes about it. After watching the video Ls create a graphic organizer about useful tips to get organized for college.

[HOW TO GET ORGANIZED FOR COLLEGE | How To Prepare For College](https://www.youtube.com/watch?v=pkqibzvUehk)

<https://www.youtube.com/watch?v=pkqibzvUehk>

Drafts a summary with the main idea in a few words using the appropriate linkers or connecting words.

Revises a summary with the main idea in a few words by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation .

Edits a summary with the main idea in a few words before publishing.

Drafting

Learners write an- eight sentence summary about useful tips to get organized for college by using the notes and information from the graphic organizer and the video.

Revising

Learners check their sentences, and the teacher makes a quick check of their work by using the following chart.

The summary...	Yes	No	Partially
has the form of a paragraph.			
begins with an introductory sentence that states the text's title, author and main point			
has two or three sentences that describes the ending.			
contains only the ideas of the original text.			
's sentences are well connected. (use of connectors).			
is well capitalized.			
's verbs match with the subject.			
is indented.			
fulfills the information asked in the task.			

Editing

Learners correct any mistake found during peer correction and add the suggestions given by his/her teacher.

	Publishing Ls get in groups of 3 and read aloud their eight sentence summaries.		
Integrated Mini-Project			Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>Participating to negotiate: (5 or 10 minutes in week 1 or 2) Students answer the following questions about choosing a career:</p> <ol style="list-style-type: none"> 1- What would you like to study? 2- Where could you study that career? 3- Why did you choose that place and that career? <p>Thinking for planning: (5 or 10 minutes in week 3 and 4) Based on the answers from the previous exercise, students write a short paragraph explaining their choices. They have to use the modals studied.</p>			<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	Yes	<i>In progress</i>	No
identify the topic of texts of various lengths as long as the words used are familiar.			
identify key words of texts of various lengths as long as the words used are familiar.			
distinguish the gist of texts of various lengths as long as the words used are familiar.			
identify the topic in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
identify the intended audience in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
recognize the text structure in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
get main idea in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
extract supporting details in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
analyze the author's argument in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
draw conclusions texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.			
prewrite a summary with a main idea in a few words dealing with familiar subjects.			
draft a summary with the main idea in a few words using the appropriate linkers or connecting words.			
revise a summary with the main idea in a few words by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation			
edits a summary with the main idea in a few words before publishing.			

Week 2 Resources

SHOULD MODAL VERBS IN ENGLISH

Uses of Should:

Advice or Suggestion
Your hair is too long. You **should** get a haircut.
Mary **should** be at home now. Give her a call.

Situation likely in the present
They **should** win tonight, they're a better team.

Likely in the future (predictions)
They **should** win tonight, they're a better team.

Should + have + past participle
Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.
You **should have** given your boss the report yesterday when he asked for it.

Should + be + verb-ing
Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.
You **should be** wearing your seatbelt.
We **should be** studying for the test right now.

Should vs. OUGHT TO
Should can be replaced by ought to without a change in meaning.
- You **ought to** study more.
- You **should** study more.
Note: ought to sounds more formal than should and is used less frequently.

We use **SHOULDN'T** to advise not to do something, usually because it is bad or wrong.
- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

SHOULD

should + verb + *

I should	
You should	
He should	
She should	
It should	
We should	
They should	

* The base form of the infinitive = to go, to study, to speak, etc.

You should	to go.	✗
You should	go.	✓
He should	wait.	✗
He should	wait.	✓

SHOULD

We do not use: I think ... shouldn't...
We use: I don't think ... should...

I think you shouldn't go there.	✗
I don't think you should go there.	✓
I don't think he should eat that.	✓
I don't think we should start yet.	✓

SHOULD

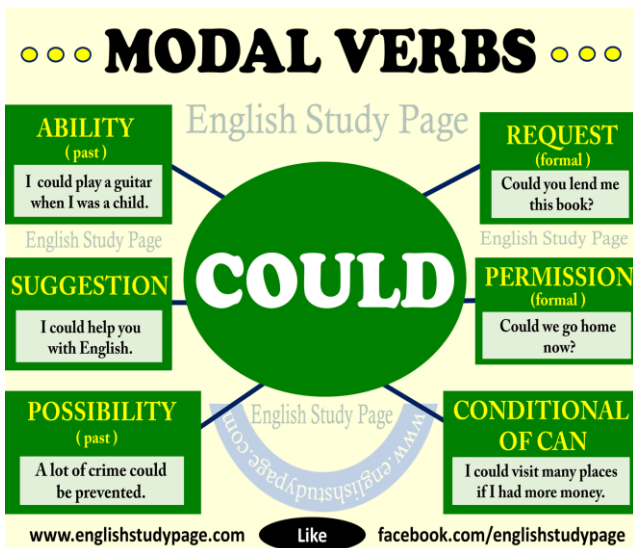
We use **should** in questions when we want advice, a recommendation, or a suggestion.

AFFIRMATIVE: I **should** go now.

QUESTION: **Should** I go now?
Should I wear the green shirt?
What **Should** we do now?

www.woodwardenglish.com

MODAL VERBS



English Study Page

www.englishstudypage.com

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MAY vs MIGHT

MAY

- MAY should be used when you are talking about a possible event or an event that could be factual.
- I **may** go to the cinema after dinner.
- May is the verb in the present tense.
- Gabrielle **may** cook dinner for our whole group of friends tonight.

MIGHT

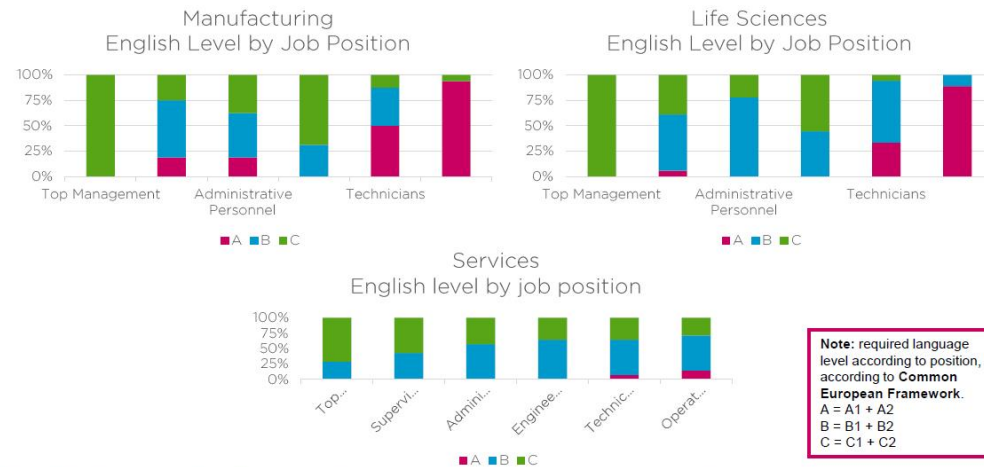
- MIGHT refers to events that are hypothetical or possible but very unlikely.
- If you get ready in five minutes, you **might** be able to catch your plane.
- Might is the same verb but in the past tense.
- Jimmy **might have** tried to contact me earlier, but my phone was switched off.
- Might have is best to use in the past tense.

Highly demanded technical careers

Position	Specialty
1	Electro mechanics and Industrial Electronics
2	Bilingual or Trilingual contact center operator
3	Accounting and finance
4	Quality Inspectors
5	Precision Mechanics and Industrial Maintenance
6	Web development
7	Networks and Telematics
8	Plastics transformation and molding
9	Metrology
10	Graphic Design and digital animation

Source: HR Survey CINDE, 2016

English Level by Job Position



Source: CINDE, 2016

Highly demanded soft skills



Position	Skill
1	Team work
2	Leadership
3	Assertive communication
4	Customer service, customer knowledge
5	Analytical thinking problem solving
6	Attention to detail
7	Investigation and research capacity
8	Adaptability, multitasking
9	Math, computer and informatics skills
10	Ethics, commitment, honesty, integrity

Source: HR Survey CINDE, 2016



The summary...	Yes	No	Partially
has the form of a paragraph.			
begins with an introductory sentence that states the text's title, author and main point			
has two or three sentences that describes the ending.			
contains only the ideas of the original text.			
's sentences are well connected. (use of connectors).			
is well capitalized.			
's verbs match with the subject.			
is indented.			
fulfills the information asked in the task.			

The summary...	Yes	No	Partially
has the form of a paragraph.			
begins with an introductory sentence that states the text's title, author and main point			
has two or three sentences that describes the ending.			
contains only the ideas of the original text.			
's sentences are well connected. (use of connectors).			
is well capitalized.			
's verbs match with the subject.			
is indented.			
fulfills the information asked in the task.			

Didactic Planning Week # 3

Level: 10th		Unit: 6
Domain:	Scenario: What comes next?	Theme: Study here or abroad
<p>Enduring Understanding: Everyday people are faced with choices - some big, some small - and the way people react to those choices shape their future. Essential Question: How do decisions we make today change our lives tomorrow?</p>		
New Citizenship:		
Dimensions		
1. Ways of thinking (✓)		
2. Ways of living in the world (✓)		
3. Ways of relating with others (✓)		
4. Tools for integrating with the world (✓)		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames	Function	Psychosocial
<p><u>Present continuous</u></p> <ul style="list-style-type: none"> - I'm doing my homework this evening. - I'm starting university in January. - We're planning to study in San José next year. - My teacher is thinking of taking a sabbatical year after next year. - As for now, I am only focusing my attention on finishing my studies. <p style="text-align: center;">Vocabulary</p> <p><u>Study Here or Abroad?</u></p> <ul style="list-style-type: none"> - Exchange program, academics, choose, decision making, goals. 	<ul style="list-style-type: none"> - Describing experiences, events and opinions about studying locally or abroad. <p style="text-align: center;">Discourse Markers</p> <p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... So, as I was saying, Well... 	<ul style="list-style-type: none"> - Thinking critically about my own future for setting my goals. <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> - Showing interest and respect for other's life and feelings with a non-judgmental attitude.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)												
		<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p>Participating: Warm up Teacher provides a list of verbs related to studying for learners to classify them into different categories.</p> <table border="1" data-bbox="735 763 1701 1104" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="background-color: #800000; color: white; text-align: center;">Word bank:</td> </tr> <tr> <td colspan="2" style="text-align: center;">drop out / find out / give up / shape up/ take up/go over /apply/ hand in / sign up /submit / put off</td> </tr> <tr> <td style="width: 50%;">stop studying</td> <td style="width: 50%;"></td> </tr> <tr> <td>study methods</td> <td></td> </tr> <tr> <td>exams</td> <td></td> </tr> <tr> <td>document</td> <td></td> </tr> </table> <p>Engaging: Activation of prior knowledge</p> <p>The teacher divides the class into four groups; each group will fill the chart about with what they already know, what they want to know and at the end of the unit what they have learnt about study here or abroad.</p>	Word bank:		drop out / find out / give up / shape up/ take up/go over /apply/ hand in / sign up /submit / put off		stop studying		study methods		exams		document		
Word bank:															
drop out / find out / give up / shape up/ take up/go over /apply/ hand in / sign up /submit / put off															
stop studying															
study methods															
exams															
document															

<p>SI.1. interviews</p>	<p>SI.1. interview others if the</p>	<div data-bbox="961 289 1352 496" data-label="Form"> <p style="text-align: center;">KWL Chart!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>K What I already know about my topic!</p> </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>W What I want to know about my topic!</p> </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p>L What I learned about my topic!</p> </td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> </div> <p>Introducing -Students watch a video about the present continuous. https://www.youtube.com/watch?v=Dl8g2pZ82ME -Teacher reminds learners how and when to use the present continuous with some examples from the unit. Besides, teacher explains some grammar rules about the ING ending.</p> <p><u>Present continuous</u></p> <ul style="list-style-type: none"> ✚ I'm doing my homework this evening. ✚ I'm starting university in January. ✚ We're planning to study in San José next year. ✚ My teacher is thinking of taking a sabbatical year after next year. ✚ As for now, I am only focusing my attention on finishing my studies. <p>Planning</p> <p>Task: A learner from Costa Rica wants to study abroad, he /she surfs the university site to get as much information as he/she can. However, he/she still has some questions. He/she decided to ask some questions to a representative of the Academic</p>	<p>K What I already know about my topic!</p>	<p>W What I want to know about my topic!</p>	<p>L What I learned about my topic!</p>				
<p>K What I already know about my topic!</p>	<p>W What I want to know about my topic!</p>	<p>L What I learned about my topic!</p>							

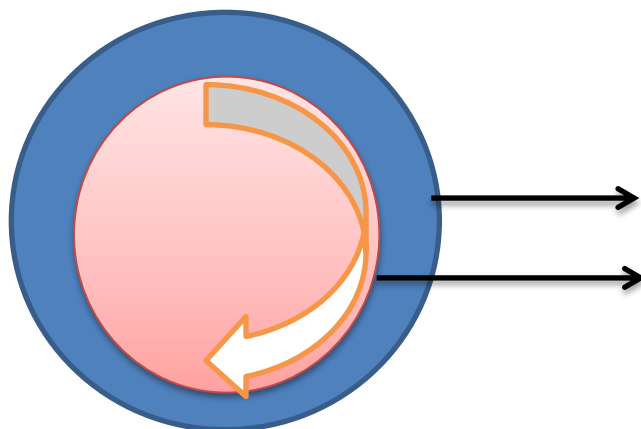
Exchanges personal experiences, feelings, opinions, and reactions about studying in Costa Rica or abroad in an interview.

Elaborating

Before exchanging information, learners work in pairs and write answers for the questions they prepared before.

Using

Once they have found the answers, T asks learners to work in pairs one is a representative of the Academic Administration Department from the university (**A**) and the other one is the student interested in studying abroad (**B**). **Learners** stand in two circles (A=Outside – B=inside). Students B change their position by walking one step to their right after finishing the conversation.



Student A

Student B

<p>SP.2. expresses and asks for others' opinions and needs.</p> <p><u>Indicators of Learning</u></p> <p>Plans the language, content and resources to express opinions about studying in Costa Rica or abroad.</p> <p>Makes sentences to express opinions about studying in Costa Rica or abroad.</p> <p>Expresses ideas to give opinions about studying in Costa Rica or abroad.</p> <p>Asks for other's opinions about studying in Costa Rica or abroad.</p>	<p>SP.2. express and ask for others' opinions and needs on familiar subjects.</p>	<p>Planning</p> <p>After surfing the sites of different universities, learners prepare a set of ideas with specific resources (how to apply, paperwork, housing, courses, visas, payments, scholarships, schedules, security, what to do in case of emergency, how to get the student id, student lounge, health, vaccinations, English courses and other services, pictures, application forms, etc.) to express their opinions about different universities and what it takes to study abroad in an oral presentation.</p> <p>Organizing</p> <p>Ls write sentences using appropriate linkers in which they specify aspects such as how to apply, paperwork, housing, courses, visas, payments, scholarships, schedules, security, what to do in case of emergency, how to get the student id, student lounge, health, vaccinations, English courses and other services. They also organize the resources they want to share with classmates.</p> <p>Rehearsing</p> <p>Before expressing the information collected and prepared, learners practice with other learners the information they will share during a presentation. They help each other if any doubts about pronunciation or vocabulary.</p> <p>Interacting</p> <p>Learners share their information and express their personal opinion about studying abroad and what it takes.</p> <p>After giving their own opinions, learners ask others their opinions about studying abroad.</p>	
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<p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p><u>Indicators of Learning</u></p> <p>Starts the simple face-to-face conversation with a greeting.</p> <p>Keeps a face-to-face conversation going about studying in Costa Rica or abroad.</p> <p>Continues with the conversation about studying in Costa Rica or abroad by checking understanding from the speaker's point of view or listener's point of view.</p> <p>Asks for agreement and disagreement in given statements</p>	<p>SI.2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p>	<p>Planning T asks learners to read the article Overcoming 21 Challenges of Studying Overseas https://www.azent.com/studying-overseas-challenges-advantages/.</p> <p>Elaborating Ls need to identify either challenges or advantages. Once L have identified both, they take notes about the ideas they identified before.</p> <p>Interacting Learners start greeting each other and start the conversation by using phrases such as: Can I talk to you for a minute? / Excuse please. Do you have a minute? Once, they have greeted each other, one learner starts talking about the advantages of studying abroad. Then, he asks the other learner to talk about the disadvantages. Then, the other student talks about the disadvantages. It is important to encourage each learner to use strategies or questions to make sure the listener is understanding his/her point. Learners can use the following expressions and questions to foster interaction : Sorry to interrupt you but.../ I have a question. ? Could I interrupt here?</p> <p>In order to encourage more interaction between learners, they need to ask for agreement or disagreement after listening to each other's ideas.</p>	
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<p>about studying in Costa Rica or abroad</p> <p>Answers questions about studying in Costa Rica.</p> <p>Closes the conversation about studying in Costa Rica or abroad.</p>		<p>After finishing the previous activity, learners expand the conversation or change the topic by talking about studying in Costa Rica. They can ask and answer questions about the advantages or disadvantages of doing so.</p> <p>Finally, learners close their conversation by using polite forms such as: It's been nice talking to you. Your ideas were very interesting. / See you later. Love talking to you. / I'm sorry I have to go now. Let's keep in touch.</p>	
Integrated Mini-Project			Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>POSSIBLE MINI PROJECT FOR THIS UNIT</p> <p>Topic for Mini Project: Planning My Future</p> <p>Teacher asks learners to work in pairs Teacher asks Ls to plan the content for a (3min) video related to their future plans. Ls explore different careers and professions they want to pursue, educational requirements, salary and job opportunities.</p>			<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn't work well	How to improve	
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>			

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below.

Learner Self-Assessment			
<i>I can...</i>	Yes	<i>In progress</i>	No
Prepares questions for an interview about studying in Costa Rica or abroad.			
Exchanges personal experiences, feelings, opinions and reactions about studying in Costa Rica or abroad in an interview.			
Plans the language, content and resources to express opinions about studying in Costa Rica or abroad.			
Makes sentences to express opinions about studying in Costa Rica or abroad.			
Expresses ideas to give opinions about studying in Costa Rica or abroad.			
Asks for other's opinions about studying in Costa Rica or abroad.			
Starts the simple face-to-face conversation with a greeting.			
Keeps a face-to-face conversation going about studying in Costa Rica or abroad by checking understanding from the speaker's point of view or listener's point of view			
Continues with the conversation about studying in Costa Rica or abroad by checking understanding from the speaker's point of view or listener's point of view.			
Asks for agreement and disagreement in given statements about studying in Costa Rica or abroad.			
Answers questions about studying in Costa Rica or abroad.			
Closes the conversation about studying in Costa Rica or abroad			

MATERIAL

Name: _____ Topic: _____

KWL Chart!

K What I already know about my topic!	W What I want to know about my topic!	L What I learned about my topic!

Name: _____ Topic: _____

KWL Chart!

K What I already know about my topic!	W What I want to know about my topic!	L What I learned about my topic!

notes

notes

Didactic Planning Week # 4

Level: 10th		Unit: 6
Domain:	Scenario: What comes next?	Theme: Getting By or Getting Ahead?
<p>Enduring Understanding: Everyday people are faced with choices – some big, some small – and the way people react to those choices shape their future. Essential Question: How do decisions we make today change our lives tomorrow?</p>		
New Citizenship:		
Dimensions		
1. Ways of thinking (✓)		
2. Ways of living in the world (✓)		
3. Ways of relating with others (✓)		
4. Tools for integrating with the world (✓)		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames	Function	Psychosocial
<p><u>Going to</u> To talk about plans and intentions</p> <ul style="list-style-type: none"> – I'm <u>going to</u> have an interview next week. – He is <u>going to</u> move to the U.S. for an exchange program. <p><u>If clause</u></p> <ul style="list-style-type: none"> – We won't be able to get into the university <u>if</u> we don't pass the bachillerato. – <u>If</u> I graduate from high school, I will try to get a job soon. <p><u>Adjectives</u></p> <ul style="list-style-type: none"> – I am a critical and business-oriented person. 	<p>Stating obligation and necessity about getting by or getting ahead in the future. Discourse Markers</p> <p><u>Changing the topic</u></p> <ul style="list-style-type: none"> – Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> – Anyway..., anyway, what I was saying? – What were we talking about? – To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> – Anyway.... <p>So, as I was saying, Well...</p>	<p>Managing own emotions and self-control when interacting with others.</p> <p style="text-align: center;">Sociocultural</p> <p>Showing interest and respect for other's life and feelings with a non-judgmental attitude.</p>

<p>– I am math-oriented, so I'd like to study something related to that field.</p> <p><u>Wh- questions</u></p> <p>– What are your goals for the future?</p> <p>– What do you plan to do after graduating from high school?</p> <p>– Where would you like to study?</p> <p>– Which profession should I choose?</p> <p style="text-align: center;">Vocabulary</p> <p><u>Getting by or Getting Ahead?</u> Short- and long- term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.)</p>			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
		<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p>Participating: Warm up Brown Bagging It (game)</p> <p>Arrange students in a circle and give one person an empty bag. That person must look into the bag and think of an object that would fit inside it. He then asks the person to his right, "Why do you</p>	

have a _____ in your bag?” That person then answers using be going to and his plan for the object.

For example, an exchange might go like this. “Why do you have a kitten in your bag?” “I am going to give it to a lonely classmate.” If a person cannot answer a question appropriately or cannot think of a use for the object, he is out of the game and must leave the circle. Continue going around the circle until only one person, the winner, remains.

Engaging: Activation of prior knowledge

Teacher shows a mind map before the class starts and she asks learners to provide ideas/vocabulary for each branch. Students get into pairs/groups and the teacher distributes or sends a mind map for each pair/group. Learners complete it with the information required and then answer the following questions:

Questions:

1. What do you plan to do after graduating from high school?
2. What are your goals for the future?
3. Where would you like to study?
4. What profession should I choose?



Several pictures allow students to have several discussions. If one picture has been distributed to each group, pictures can rotate after three minutes.

Introducing

A. T plays the following video to review the future tense with going to.

<https://www.youtube.com/watch?v=iHug-PjCOng>

B. What qualities do you need to develop to be successful in your future major/ job?

T shows some qualities(adjectives) for learners to join with their definitions.

QUALITIES FOR JOBS (Adjectives)

Join the adjectives with their definition:

organized	is orderly; plans things carefully
energetic	has good self control
resourceful	reliable; can be trusted
responsible	hard working; tireless
co-operative	needs few things to fix a problem
disciplined	forceful; pushy
dependable	has knowledge or skills through experience
aggressive	works well with others
experienced	always tries to do the right thing
knowledgeable	eager and interested
conscientious	is serious about the job
accurate	waits calmly; doesn't get upset
thorough	can change easily
patient	makes and invents new things
well-groomed	neat and tidy in appearance
flexible	exact; without mistakes
creative	having a good deal of knowledge
methodical	complete and detailed
punctual	can be trusted
mature	on time
practical	acts like an adult, not a child
qualified	is willing to talk and give information
communicative	is actively looking for success
reliable	deals with what circumstances require
competitive	has the training or experience
ambitious	wants to be more successful than others



C. T explains if clauses Type 0 and 1 by using the following images. Then, T models two sentences in the context of the unit.

For example: We will not be able to get into university if we don't pass the admission test.
If I graduate from high school, I will try to get a job soon.

After that, T asks learners to write 6 sentences using if clauses Type 0 and 1.



If Clauses - Type Zero

If clauses are conditional statements. In some cases, they are divided into type 0, type1, type2 and type3. The characteristic that distinguishes these types is time differences.

Usage 1

IF / Simple Present / (,) / Simple Present

- If people eat too much, they get fat fastly.

Usage 2

Simple Present Tense /IF/ Simple Present Tense

- You get sick **if** you dress thin clothes in cold weather.

Example Sentences

- Baby wakes up **if** we make too much noise.
 - **If** he is available, ask him to call me.
- **If** he phones, tell him to wait me in the garden.
- **If** you press the button, the television turns on.
- Do not wait for me, **if** i am late to presentation.
- **If** he gets there before me, ask him to wait.
- **If** you don't talk to me, talk to your psychologist.
 - **If** water reaches 100 degrees, it boils.
 - **If** you make a cake, you firstly break eggs.
 - **If** you throw salt to the water, it boils later.
 - **If** you don't get your key, you stays out.

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If Clauses - Type 1

We express events with **type 1** (if clause) at the moment or in the future when a certain condition is met. Tenses that can be used as a basis are simple present (do / does) in the conditional sentence and simple future (will) in the basic sentence.

Example Sentences

- **If** you work hard, you will win the prize.
- **If** you listen to me, you will understand what I mean.
- **If** you lend him some money, He may not give it back to you.
- **If** she doesn't leave the house, everything will be bad.
- **If** you don't go to the school, You will stay at home all day.
- **If** you do not win scholarship, your father will be very sad.
- **If** I have enough strawberries, I will bake a strawberry cake for you.
 - **If** it doesn't rain tomorrow, We will go on a picnic.
 - **If** I go out, I can get something with me to eat.
- **If** the teachers have time, they should repeat the subjects.
 - **If** My mother helps me, I may finish my homework on time.
- **If** I write a lot, I will be able to write quickly.

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<p>SP.3. explains and justifies points of view, assumptions, and plans, briefly.</p> <p><u>Indicators of Learning</u></p> <p>Plans the language, content and resources to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad in a well-organized presentation.</p> <p>Makes sentences to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad with the appropriate linkers or connecting words in a well-organized presentation.</p>	<p>SP.3. explain and justify points of view, assumptions, and future plans, briefly.</p>	<p>Spoken Production</p> <p>Task: Antonio and Andrea have great plans for their future. They want to apply for a major that is not offered in our country. They start doing some research about different majors. They are excited; however, they have not considered some challenges they may face studying abroad yet. So, they decided to read different articles and prepare an oral presentation to explain the information found with to the rest of the class.</p> <p>Planning</p> <p>L read the following article https://www.topuniversities.com/blog/top-5-challenges-studying-abroad and list key words, main ideas and find some pictures for the oral presentation.</p> <p>Organizing</p> <p>Learners go over the words, ideas and pictures to create an outline that will guide their oral presentation about the challenges to study abroad. Then, they start writing sentences including linking words, the appropriate connectors to explain the challenges and organizing their ideas and the material they prepared before. After that, learners make sure their presentation and resources are well-organized and have a logical sequence.</p> <p>Rehearsing</p> <p>As soon as they finish organizing their ideas and material, learners start practicing what they will explain during the presentation. Teacher walks around and clarifies any questions, doubts or concerns students may have. He/she helps to correct or clarify any grammatical or pronunciation error. Once students have finished, they rehearse their presentation in front of two classmates who will listen and provide recommendations if necessary.</p>	
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<p>Expresses ideas to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad in a well-organized presentation.</p> <p>W.2. writes a one-page report based on real events.</p> <p>Indicators of Learning</p>	<p>W.2. write a report on an important personal experience (e.g., graduating from school, getting interviewed, and choosing a career) and check written summaries and reports to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas).</p>	<p>Producing / Explaining</p> <p>Learners give an oral presentation to explain the challenges of studying abroad. After all learners have finished their presentations, T provides positive feedback to motivate them. He/she also lists some aspects regarding the presentation, grammar, vocabulary or any other aspects that can help to improve learners' presentations.</p> <p>Written Production</p> <p>Task: You have been invited to attend a virtual university admission interview, and you and your classmates are feeling nervous and wondering how to prepare. You surfed the web to find an online article to get informed about tips for university interview success because you decided to write a report to be shared with your classmates. Read the online article entitled "How to prepare for a university admission interview" https://www.topuniversities.com/student-info/admissions-advice/how-prepare-university-admission-interview, and write a one- page report. Include a summary, background information, a body (main point) and a recommendation or conclusion.</p>	
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Prewrites ideas based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.

Pre-writing

Learners brainstorm ideas in an outline to write a report. They complete the following outline to organize their ideas.

REPORT OUTLINE

- I. **Summary**
- II. **Background information**
- III. **Main Point**
- IV. **Main Point**
- V. **Main Point**
- VI. **Conclusion**

Drafting

Learners write their production that includes a summary, background information, a body (main point) and a recommendation or conclusion.

Drafts the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.

Revises the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career. by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.

Edits the report before publishing.

Revising

Then, each learner checks his/her report by using the following editing checklist. After that learner shares his/her report with another classmate, and he/she checks it using the same checklist.

Editing Checklist	My revision			My classmate's revision		
	Yes	No	Partially	Yes	No	Partially
The report ...						
is well- capitalized.						
's verbs match with the subject.						
has a summary						
Has background information						
has a main body of well -sequenced ideas						
has a recommendation or conclusion.						
is indented.						
has clear sentences.						
fulfills with the information asked in the task.						
has punctuation marks correctly used.						

Editing & Publishing

Considering their classmates' feedback and his/her self-assessment, learners correct and modify their report. Teacher also monitors students and helps them in the editing process before publishing.

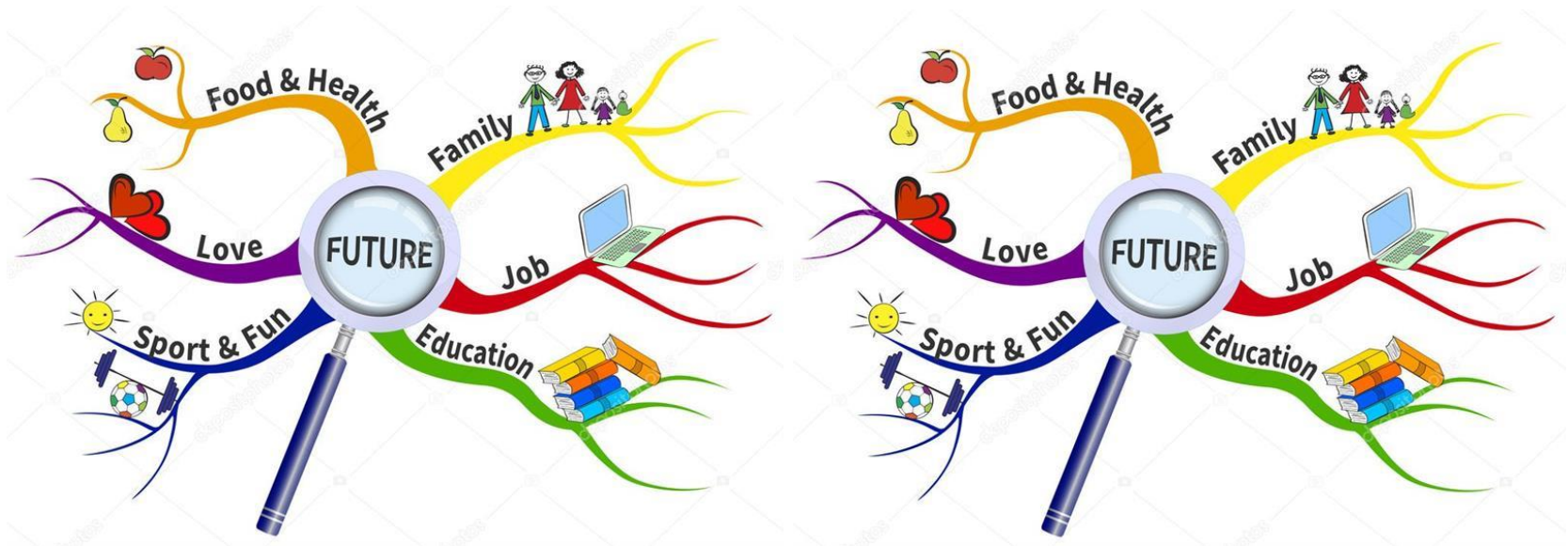
Integrated Mini-Project		Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>3. Ls film the video.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching		
What worked well	What didn't work well	How to improve
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>		

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
<i>I can...</i>	Yes	<i>In progress</i>	No
plan the language, content and resources to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad in a well-organized presentation.			
make sentences to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad with the appropriate linkers or connecting words in a well-organized presentation.			
express ideas to explain points of view, justifying assumptions and plans, briefly about studying in Costa Rica or abroad in a well-organized presentation.			
prewrite ideas based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.			
draft the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.			
revise the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career. by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.			
edit the report before publishing.			

Materials



QUALITIES FOR JOBS (Adjectives)

Join the adjectives with their definition:

organized
energetic
resourceful
responsible
co-operative
disciplined
dependable
aggressive
experienced

knowledgeable
conscientious
accurate
thorough
patient
well-groomed
flexible
creative
motivated

punctual
mature
practical
qualified
communicative
reliable
competitive
ambitious

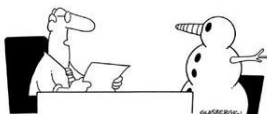
is orderly; plans things carefully
has good self control
reliable; can be trusted
hard working; tireless
needs few things to fix a problem
forceful; pushy
has knowledge or skills through experience
works well with others
always tries to do the right thing

eager and interested
is serious about the job
waits calmly; doesn't get upset
can change easily
makes and invents new things
neat and tidy in appearance
exact; without mistakes
having a good deal of knowledge
complete and detailed

can be trusted
on time
acts like an adult, not a child
is willing to talk and give information
is actively looking for success
deals with what circumstances require
has the training or experience
wants to be more successful than others

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EMPLOYMENT AGENCY



"They're looking for someone who's well rounded and knows how to keep a cool head."

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"Yes, I think I have good people skills. What kind of idiot question is that?"

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Join the adjectives with their definition:

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creative
motivated

punctual
mature
practical
qualified
communicative
reliable
competitive
ambitious

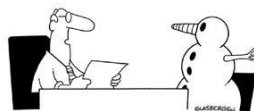
is orderly; plans things carefully
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If Clauses - Type Zero

If clauses are conditional statements. In some cases, they are divided into type 0, type1, type2 and type3. The characteristic that distinguishes these types is time differences.

Usage 1

IF / Simple Present / (,) / Simple Present

- **If** people eat too much, they get fat fastly.

Usage 2

Simple Present Tense /IF/ Simple Present Tense

- You get sick **if** you dress thin clothes in cold weather.

Example Sentences

- Baby wakes up **if** we make too much noise.
 - **If** he is available, ask him to call me.
- **If** he phones, tell him to wait me in the garden.
- **If** you press the button, the television turns on.
- Do not wait for me, **if** i am late to presentation.
- **If** he gets there before me, ask him to wait.
- **If** you don't talk to me, talk to your psychologist.
 - **If** water reaches 100 degrees, it boils.
 - **If** you make a cake, you firstly break eggs.
 - **If** you throw salt to the water, it boils later.
 - **If** you don't get your key, you stays out.

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If Clauses - Type 1

We express events with **type 1** (if clause) at the moment or in the future when a certain condition is met. Tenses that can be used as a basis are simple present (do / does) in the conditional sentence and simple future (will) in the basic sentence.

Example Sentences

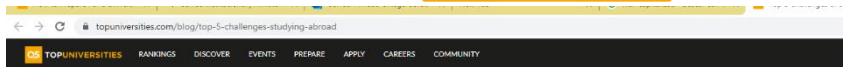
- **If** you work hard, you will win the prize.
- **If** you listen to me, you will understand what I mean.
- **If** you lend him some money, He may not give it back to you.
 - **If** she doesn't leave the house, everything will be bad.
- **If** you don't go to the school, You will stay at home all day.
- **If** you do not win scholarship, your father will be very sad.
- **If** I have enough strawberries, I will bake a strawberry cake for you.
 - **If** it doesn't rain tomorrow, We will go on a picnic.
 - **If** I go out, I can get something with me to eat.
- **If** the teachers have time, they should repeat the subjects.
 - **If** My mother helps me, I may finish my homework on time.
- **If** I write a lot, I will be able to write quickly.

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This article was originally published in October 2013 . It was last updated in April 2021

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Top 5 Challenges Of Studying Abroad

By Felix von Wandorff
Updated April 26, 2021



For those of you who dream of studying abroad or simply escaping from your parents, you are probably thinking it will be an easy transition. From personal experience, I can say that it is a lot of fun, but certainly not easy.

My transition from California (US) to Frankfurt (Germany) was significantly harder than anticipated, but the learning curve is fast. So for those of you who plan to study overseas, here are five challenges of studying abroad to be prepared for when applying, transitioning to, and living in a new country.

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3. Getting used to currency differences

Getting used to currency differences is also a challenging process.

For example, when I was in Costa Rica, I had to remember that 500 Costa Rican colones make one US dollar. And in continental Europe, I have to remember that when something costs €1 it is actually US\$1.40.

Make sure you work out a quick conversion system for yourself, so you can mentally figure out prices when buying things, and get to know the "normal" price for staple items - ie, ask locals how much they would expect to pay.

Like most of the challenges of studying abroad, currency differences are one of those things that doesn't really hurt if you are only visiting for a short time, but does have a big impact if you're staying for a semester or more. Don't spend euros as if they were dollars!

4. Being far from your support network

Living abroad is awesome... when everything is going well. But when the heavens seem to conspire against you, you can really feel on your own. Your usual 'support network' of family and friends will be hundreds if not thousands of miles away. Even if you weren't previously aware of how important they were, now is when you'll find out.

This challenge is likely to be felt most especially true for the first few months of studying abroad. But then, you will build up a new support network and after a year or so, everything will be OK!



1. Feeling like an outsider

32 shares



Regardless what country you are from, and what country you are going to, it's almost certain that you'll end up feeling like an 'outsider' at least some of the time. You may find yourself wondering why your espresso always seems to cost more than the locals', or why everyone's laughing, when you didn't realize anyone had told a joke.



In most countries it's unlikely that you'll be deliberately made to feel uncomfortable or unwanted, but it can still be tiring at first, trying to get to grips with new cultural norms. Don't let this discourage you. Virtually everyone I have ever met while studying abroad has been very encouraging and friendly, and while I may never become truly 'one of them', eventually this problem becomes smaller and smaller.

2. Overcoming the language barrier

This is probably the most obvious of the challenges of studying abroad. Overcoming a language barrier may mean you're struggling to learn a new language pretty much from scratch, or it could just be that you thought you were fluent, but find you're unable to understand the strong local accent.



Even if you're studying in a country where you speak the same language, there are other hurdles to clear. For example, slang phrases that are popular or hip will seem strange. For non-Americans (or non-Californians) the words "insane", "bailing", "radical" and "intense" have nothing in common. But for locals, all can be used to mean "awesome".

So the words that students use are going to be difficult to learn, but the language barrier problem also goes away pretty quickly, once you're immersed.

Will be OK!

5. Coping with cultural misunderstandings

32 shares



As a foreigner, you do not know the local culture and all those unwritten rules (hopefully you have a concept of the written rules) of your host nation. Let's get one thing straight: you will make mistakes, and many may be awkward. Don't be embarrassed; learn from cultural misunderstandings and don't make them again. Again, given a year or so, you will get to know know all these little unspoken agreements.



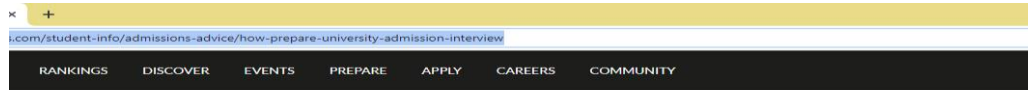
One example is the amount of pressure you should put into a handshake; this varies significantly from country to country. In the US, a firm if not painful handshake is customary. A person with a non-bone-crushing handshake can be seen as weak. The same does not work in many parts of Europe or Asia, where someone with a vice-like handshake may be perceived as crude or overbearing.

An easy way to avoid many cultural misunderstandings is to observe what others do, and how they do it. If in any doubt, just ask! You'll find most people are happy to talk about their customs, and will enjoy sharing their insider knowledge with you.

This might seem like an intimidating list, but don't worry! It sounds significantly harder than it actually is. The phrase "having failed your way to success" comes to mind. I think all people who have studied abroad can relate to that statement. From university applications, to finding a place to stay and identifying the social norms, we have all been unsuccessful in some if not all of these respects.

But when you push through the challenges, everything will work out - and if nothing else, you will have lots of stories to tell at parties about the time you were kicked off the train at 12:30 at night because you had the wrong ticket... with no trains coming for four hours... Yeah, it sucked.

Have you encountered any of these challenges of studying abroad? Share your experience in the comments below.



How To Prepare For A University Admission Interview

Save
🔖

By Sabrina Collier
Updated April 15, 2021

35 shares



Have you been invited to attend a university admission interview, and are now feeling nervous and wondering how to prepare? Read our top 10 tips for university interview success...

Consider the type of interview you can expect

University admissions interviews are generally either *evaluative* or *informative*. *Evaluative* interviews can be expected in order to gain admission to particularly prestigious universities such as Oxbridge. In this instance, your performance in the interview will be considered when the university admissions officers decide whether to offer you a place. In an *informative* interview, you have the opportunity to find out more about the university, while the university also finds out more about you. In this case, the university admissions officers may be just as keen to impress you, as you are to impress them, because they want you to choose their institution. Of course, your university interview may include both evaluative and informative elements.

Think about how you can stand out

University admissions interviewers are likely to be meeting a large number of candidates, so you need to think about how you can stand out and leave a good impression. When interviewers ask you to tell them about yourself (a question that is likely to come up, in some form), try to respond with something memorable. This is your chance to convey your passion for your chosen subject, your future ambitions, and the qualities you possess that will ensure your academic success.

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Re-read your personal statement

The tutors interviewing are also likely to refer to things you've mentioned in your personal statement or application essay, whether it's about a certain hobby or a claim about one of your achievements. (This is one reason why it's very important to be honest!) Have another look at what you wrote and consider any related questions that might come up in the interview, such as questions about particular books you've referred to, or areas of academic interest.

Re-read the course information

It's also a good idea to take a look back at the university's prospectus or official website for full information on how the course is structured, what the entry requirements are and what optional modules are offered, amongst other guidance. This will help you show that you've researched the course thoroughly, and could also help you form some useful questions to ask the admissions officers - there is usually an opportunity to do this, even in a performative interview. Make sure the questions you ask haven't already been covered in the published course information.

Plan some answers to common university interview questions

As well as 'tell me about yourself', it's highly likely that you'll be asked why you want to study this particular course at this particular university. If you're studying abroad, your interviewer may also be interested in asking why you want to study in the particular country, and what attracted you to studying abroad. You should show your interviewer that you're enthusiastic about your subject and very keen on their university; be as specific as you can.

However, while some forward planning is recommended, try not to overdo it! Allow your answers to flow naturally, rather than sounding too rehearsed. This is certainly easier said than done, but try to relax during the interview and be yourself.

35 shares

Know your subject

You should be well-prepared to explain to your interviewer why you're interested in your chosen subject, and outline your motivations for enrolling in your chosen course. In addition, you can demonstrate your interest by reading up on the latest news, research and developments in the field. You may be asked specifically about some of these issues, or you may simply be able to draw on them as examples.

Practice with a friend

If this is your first proper interview or you're simply very nervous, it might help to sit down with a friend or family member and do a practice run of the most common university interview questions. This should highlight any questions you need to go back to and think about again, or if you have a habit of saying 'um' too much!

Dress appropriately

Although university admission interviews are often fairly informal, it is much better to be dressed up than dressed down! Wear clothes you would wear for a formal job interview - something smart and comfortable, and you'll make a good first impression.

Arrive early

If you're attending an admissions interview in person (rather than via Skype, for example), make sure you know exactly where you're going and how long it takes to get there, and allow plenty of time. You should aim to arrive around 10-15 minutes early.

Take a deep breath, and smile!

This is definitely easier said than done, but try not to worry too much. Remember that the university interview is usually not considered on its own when it comes to accepting you as a student. And also remember that the admissions officers have clearly been impressed with you so far to offer you an interview, so they're seriously considering offering you a place. Even if you're feeling terrified on the inside, force yourself to smile - it will make you feel better, and help to show your interviewers that you're excited about the opportunity.

This article was originally published in January 2016. It was last updated in April 2021

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Follow these etiquette tips for international admissions interviews

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Written by
Sabrina Collier

The former Assistant Editor of TopUniversities.com, Sabrina wrote and edited articles to guide students from around the world on a wide range of topics. She has a bachelor's degree in English Literature and Creative Writing from Aberystwyth University and grew up in Staffordshire, UK.

Source: <https://www.topuniversities.com/student-info/admissions-advice/how-prepare-university-admission-i>

Editing Checklist	My revision			My classmate's revision		
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The report ...						
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has a recommendation or conclusion.						
is indented.						
has clear sentences.						
fulfills with the information asked in the task.						
has punctuation marks correctly used.						

Weeks 5 and 6

Review and Integrated Mini-Project

Level: 10th		Unit: 6	
Enduring Understanding: Everyday people are faced with choices – some big, some small – and the way people react to those choices shape their future.			
Essential Question: How do decisions we make today change our lives tomorrow?			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
Learn to Know		Learn to Do	
Grammar & Sentence Frame		Function	
<ul style="list-style-type: none"> ▪ Did Ls use all sentence frames? 		<ul style="list-style-type: none"> ▪ Did Ls use all functions? 	
Vocabulary		Discourse Markers	
<ul style="list-style-type: none"> ▪ Did Ls say aloud and write all vocabulary? 		<ul style="list-style-type: none"> ▪ Did Ls practice connecting words: and, but, because? 	
Phonology		Psychosocial	
<ul style="list-style-type: none"> ▪ Did Ls recognize, articulate and produce phonological sounds? 		<ul style="list-style-type: none"> ▪ Did Ls show evidence of ... ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders 	
		Sociocultural	
		<ul style="list-style-type: none"> ▪ Did Ls practice idioms and quotes? 	
Assessment Strategies & indicators of learning <small>(Diagnostic, formative, summative)</small>	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<ul style="list-style-type: none"> ▪ Did Ls achieve all 	<ul style="list-style-type: none"> ▪ Can Ls do all tasks? 	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6

learning outcomes?																																	
Options		Integrated Mini-Project	Time																														
<p>Possible projects:</p> <ul style="list-style-type: none"> ✓ Essay about future plans. ✓ A multi-step research Career Research: “Planning my Future”- Gallery Walk (learners explore different careers and professions they want to pursue, complete with educational requirements, salary and job opportunities) 		<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <table border="1" data-bbox="722 570 1694 1369"> <thead> <tr> <th colspan="5" data-bbox="722 570 1694 618"><i>Integrated Mini-project Self-Assessment</i></th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="722 618 1694 813"> <p>Participating to Negotiate</p> <p>I participated by</p> <ul style="list-style-type: none"> ✚ sharing my own ideas and interests with my family or classmates ✚ respecting my family or classmates' opinions, ✚ communicating respectfully ✚ making decisions </td> </tr> <tr> <td data-bbox="722 813 898 878">A lot 5</td> <td data-bbox="898 813 1071 878">4</td> <td data-bbox="1071 813 1243 878">A little 3</td> <td data-bbox="1243 813 1415 878">2</td> <td data-bbox="1415 813 1694 878">Not at all 1</td> </tr> <tr> <td colspan="5" data-bbox="722 878 1694 1073"> <p>Thinking:</p> <p>I planned by</p> <ul style="list-style-type: none"> ✚ looking for information and resources, ✚ thinking of a design for my presentation ✚ interacting with my classmates. ✚ making decisions </td> </tr> <tr> <td data-bbox="722 1073 898 1138">A lot 5</td> <td data-bbox="898 1073 1071 1138">4</td> <td data-bbox="1071 1073 1243 1138">A little 3</td> <td data-bbox="1243 1073 1415 1138">2</td> <td data-bbox="1415 1073 1694 1138">Not at all 1</td> </tr> <tr> <td colspan="5" data-bbox="722 1138 1694 1369"> <p>Acting out:</p> <p>I acted out by</p> <ul style="list-style-type: none"> ✚ reviewing the information ✚ improving my video ✚ correcting the information, ✚ rehearsing and working on pronunciation, intonation, fluency and other aspects, </td> </tr> </tbody> </table>	<i>Integrated Mini-project Self-Assessment</i>					<p>Participating to Negotiate</p> <p>I participated by</p> <ul style="list-style-type: none"> ✚ sharing my own ideas and interests with my family or classmates ✚ respecting my family or classmates' opinions, ✚ communicating respectfully ✚ making decisions 					A lot 5	4	A little 3	2	Not at all 1	<p>Thinking:</p> <p>I planned by</p> <ul style="list-style-type: none"> ✚ looking for information and resources, ✚ thinking of a design for my presentation ✚ interacting with my classmates. ✚ making decisions 					A lot 5	4	A little 3	2	Not at all 1	<p>Acting out:</p> <p>I acted out by</p> <ul style="list-style-type: none"> ✚ reviewing the information ✚ improving my video ✚ correcting the information, ✚ rehearsing and working on pronunciation, intonation, fluency and other aspects, 					<p>All of week 5 or 6 of unit</p>
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<p>Participating to Negotiate</p> <p>I participated by</p> <ul style="list-style-type: none"> ✚ sharing my own ideas and interests with my family or classmates ✚ respecting my family or classmates' opinions, ✚ communicating respectfully ✚ making decisions 																																	
A lot 5	4	A little 3	2	Not at all 1																													
<p>Thinking:</p> <p>I planned by</p> <ul style="list-style-type: none"> ✚ looking for information and resources, ✚ thinking of a design for my presentation ✚ interacting with my classmates. ✚ making decisions 																																	
A lot 5	4	A little 3	2	Not at all 1																													
<p>Acting out:</p> <p>I acted out by</p> <ul style="list-style-type: none"> ✚ reviewing the information ✚ improving my video ✚ correcting the information, ✚ rehearsing and working on pronunciation, intonation, fluency and other aspects, 																																	

A lot 5	4	A little 3	2	Not at all 1
<p>Responding and Sharing: I can demonstrate I was well prepared in delivering and sharing the information by</p> <ul style="list-style-type: none"> ✚ responsibly delivering the project during the virtual / classroom exchange. ✚ answering questions from the audience respectfully. ✚ self-assessing the final product. 				
A lot 5	4	A little 3	2	Not at all 1
<p>Teachers monitor</p> <ul style="list-style-type: none"> ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can Do statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? ▪ Did the Integrated Mini-Project provide answers to the Essential Question? 				