



DIRECCIÓN DE DESARROLLO CURRICULAR
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Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Resource Kit for Seventh Grade LEBS and Bilingual Groups

Tasks and Ideas for **Oral and Written Comprehension &
Oral and Written Production**

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Presentation

The intention of this kit is to make the syllabus Can dos accessible through a set of tasks for each competence. It maps the tasks for developing Oral and Written Comprehension and Oral and Written Production. The aim is not to tell teachers what to teach but to provide a rich source of ideas which are related to the real world needs. It also provides useful information regarding the Action-Oriented Approach, tasks, activation of prior knowledge strategies, phonological competence and more.

Aims of the resource kit

1. To provide support and guidance for teachers when mediating the goals.
2. To make the teaching/planning process more connected to real world needs.

The Action-Oriented Approach

This curriculum adopts the Action-Oriented Approach, within the communicative language methodologies, which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum maintains an eclectic view, but favors the Action-Oriented Approach among the other pedagogical views.

An Action-Oriented Approach sees learners as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks.

Within this approach to English language learning, learners develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens.

In order to develop effective English lessons using the Action-Oriented Approach, teachers consider some basic principles:

1. Learners are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and they are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The ICT and the access to knowledge networks become important tools to create meaningful learning experiences ethically.
6. Mediation activities promote reflecting and critical thinking processes.
7. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
8. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
9. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.

Piccardo (2014), a leading expert on the Action-Oriented Approach emphasizes that grammar is taught, but it is only “one component of communicative competence.” She acknowledges, “the rules and structures of grammar and vocabulary are *necessary, yet insufficient* conditions for communication,” and emphasizes that in order to communicate effectively, “one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention.” (p.12)

What is a task?

“A task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved” (CEFR, p.10).

Tasks are set in a context that learners face in everyday life within domains and scenarios, as members of society, who have different tasks to accomplish (simple and complex).

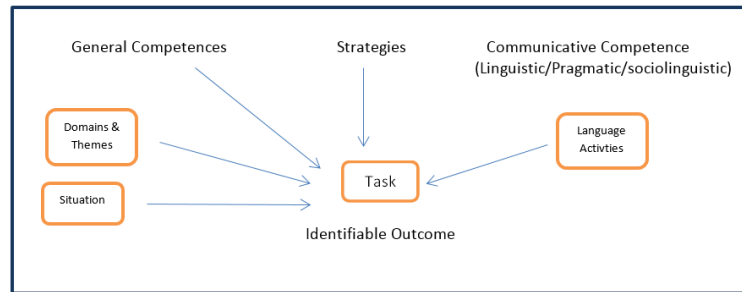
Learners work with real texts (oral and written) in order to accomplish real tasks while becoming agents of their own learning. They perform what they “can do” in English, as well as

demonstrate what they know about English language structures, vocabulary, functions, psychosocial and socio-cultural aspects. Likewise, the communicative activities required to perform the tasks are not the goal in themselves, but they support the learners in performing tasks (i.e., negotiating, making judgments, organizing and planning information and tools).

The Role of Tasks

In the Action-Oriented Approach, the learner of a language is viewed as a “social agent”, i.e. member of society who has tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. The task stimulates the learner’s personal commitment to the learning process. It may differ in nature according to the balance determined by the goal and the combination of dimensions (general and communicative competences).

Figure 1:
Combination of several dimensions of a task



A task exists only if:

- the action is motivated by a goal or a need, whether personal or generated by a learning situation,
- the action leads to identifiable outcomes,
- it combines different competences and activities,
- it emphasizes real-life situations related to learners communication needs.

Tasks can be non-communicative or communicative language activities that make demands upon the learner's knowledge, skills, and abilities.

Some examples are inviting learners to write a genuine letter, which can be posted, take part in a real debate on a current topic, defend their personal position or play a set role.

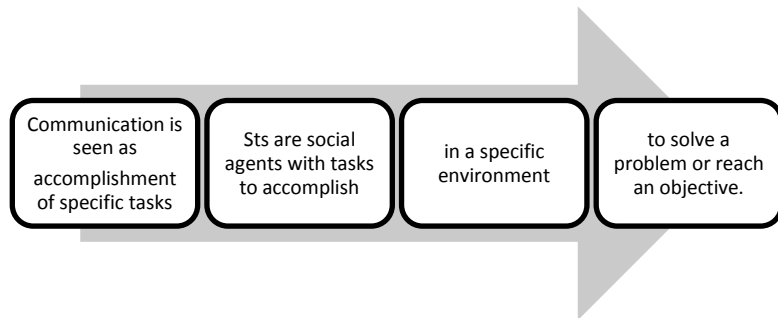
In the communicative vision, shaped in the 1980s and 1990s, the task was seen as class work, with an emphasis on content rather than form (Nunan, 2004). This view has been redefined so that a learning task makes it possible to structure learning around moments, actions, and products that are vivid, defined, and concrete. The learner is not speaking or writing for the teacher or pretending to speak or write to another person, but rather speaking or writing in a real life context for a social purpose.

There are different types of task orientations according to the complexity (from simple to complex), the length (from shortest to the longest) and social implications (from individual actions to collective actions):

Tasks in the Action-Oriented Approach often involve the creation of a product as the learners perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. "However, not only the

specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support" (Piccardo et al., 2011, p. 39). The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world. As presented in figure 2.

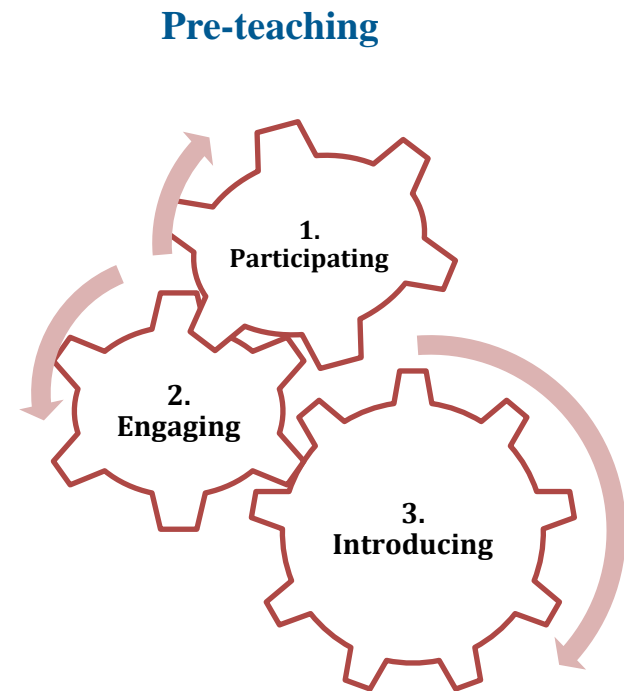
**Figure 2:
Tasks**



Mediation of Learning

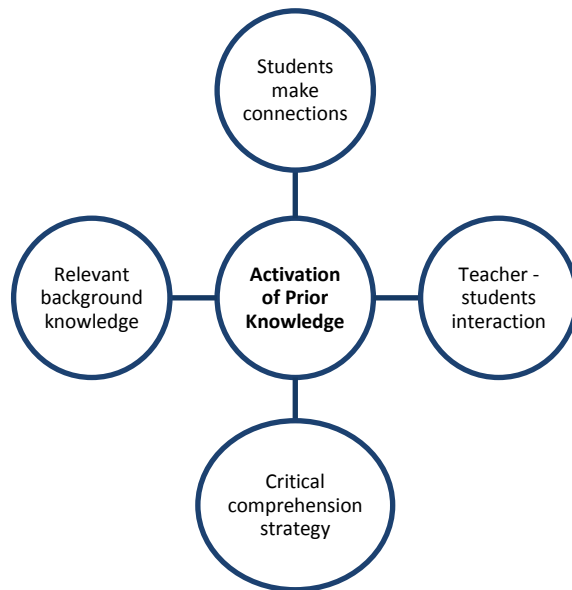
For the mediation of learning teachers follow a set of integrated sequence procedures to develop the different linguistic competences as presented in figures 3 and 4.

**Figure 3
Mediation of Learning**



Participating in: warm up activities, generative or essential questions.

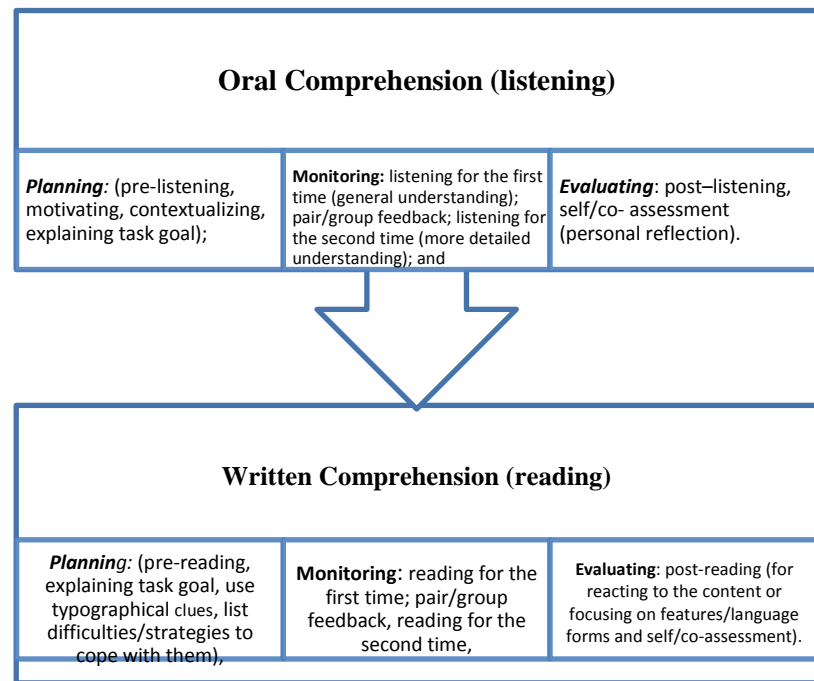
Engaging in: (Activation of Prior Knowledge, predicting, brainstorming)

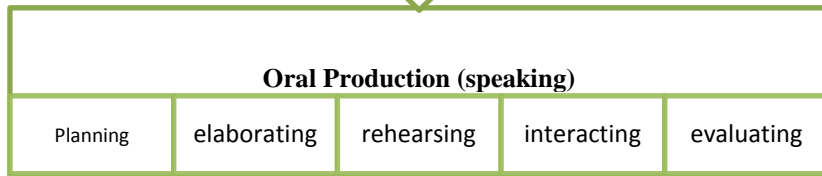
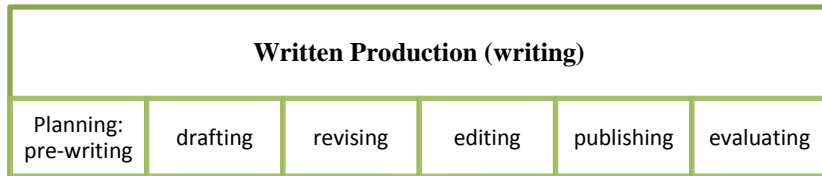


For more ideas see the document: Strategies for Activating Prior Knowledge at [https://www.bcps.org/offices/lis/researchguide/k-4/documents/Get%20curious/Strategies%20for%20Activating%20Prior%20Knowledge\[1\].pdf](https://www.bcps.org/offices/lis/researchguide/k-4/documents/Get%20curious/Strategies%20for%20Activating%20Prior%20Knowledge[1].pdf)

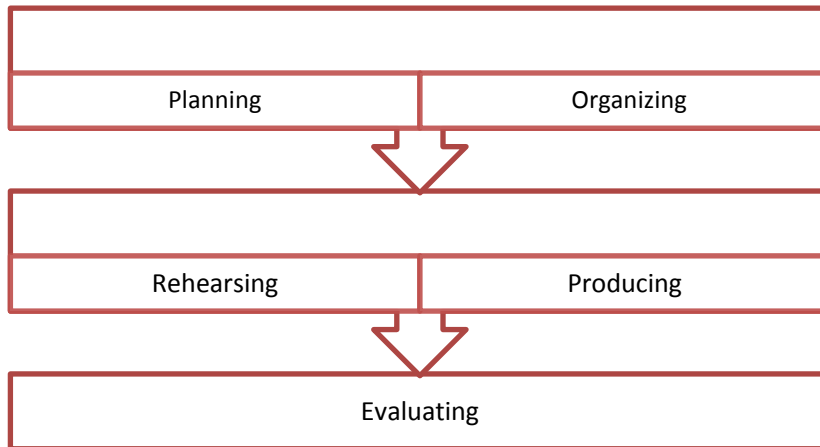
Introducing: different text types (oral/written) key vocabulary, grammar and sentences frames or sounds.

Figure 4:
Integrated Sequence of Procedures





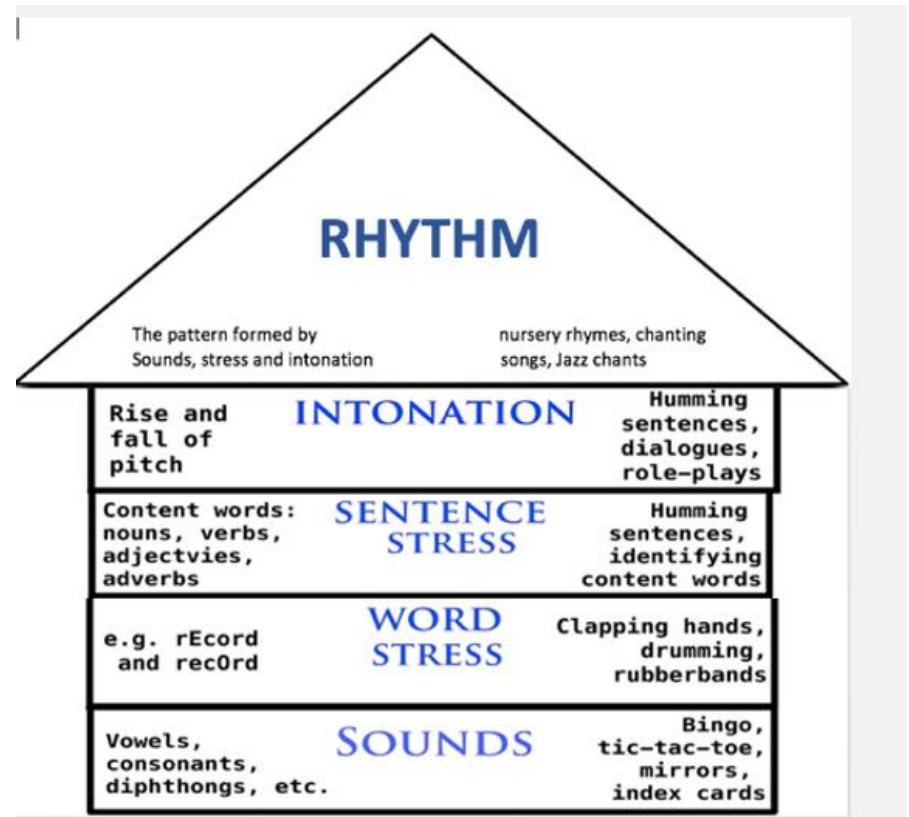
Oral Production (Speaking)
Spoken production



Phonological Competence and the Use of RAP

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds, of a language, including: consonants, vowels, tone patterns, intonation patterns, stress and rhythm.

What to do to learn and teach phonological competence



And you can also use

R.A.P.P.P.P.P.P.

- Recognition (aural and cognitive)
- Articulation
- Productive Practice
- They are not linear.. But can be.. But don't have to be

➤ Popsicle Sticks
RECOGNITION:
WHICH SOUND DO YOU HEAR?

| | | |
|--------|--------|---------|
| /d/ | /t/ | /id/ |
| Played | Worked | Visited |
| | | |

ARTICULATION

➤ Guided Discovery
The facilitator guides students in identifying, describing and experiencing how specific sounds, stress, intonation and/or rhythm are produced

➤ Journaling can be a great way to explore and promote articulation!

PRODUCTIVE PRACTICE

➤ What's your phone number?



Source: Ramirez, R., Scholl, M. Zalazar, L., Cárdenas, N., Rossi, A. Centro Espiral Maná (2017)

**Tasks and Ideas for
Oral and Written Comprehension
Oral and Written Production
Seventh Grade**

**Tasks and Ideas for
Oral Comprehension and Oral Production
Seventh Grade
Term 1**

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-------------------|---|--|---|--|--|--|
| Socio-Interpersonal | Meeting at School | L.1. understand basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.1 identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and | The student meets a foreign student on the first day of school and must introduce themselves. | You walk into school and meet a new student you do not know. The student only speaks English, but you want to get to know her/him. | Ls listen to an audio of two students having a basic conversation. Ls must identify the greetings, farewells, and expressions of politeness. | Audio L1 Script: Ana: Hey, how's it going? Laura: I am doing great! Ana: Where are you from? Laura: I am from England and live in La Fortuna. How about you? Ana: I am from Ciudad Quesada. Laura: Great, nice to meet you. Ana: Nice to meet you too. Laura: See you soon! |

| | | | | | | | |
|--|--|--|-----------------------|--|--|--|--|
| | | | personal information. | | | | |
|--|--|--|-----------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Greeting people, asking for and giving personal details such as name, age, address names of relatives and friends, occupations, etc.</p> <p>Discourse markers: Opening a dialogue and closing.</p> |
| Learn to Know | <p>Grammar: personal information, simple present, Y/N questions</p> <p>Vocabulary: See you soon, how's it going?, nice to meet you, hey, see you later.</p> <p>Phonology:</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk</p> <p>Socio-cultural: showing interest in each peer's and family lives and feelings</p> <p>Idioms: meet and greet</p> |

Subject: Oral Comprehension (Listening) / Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Family Ties

CEFR LEVEL: A.1.1

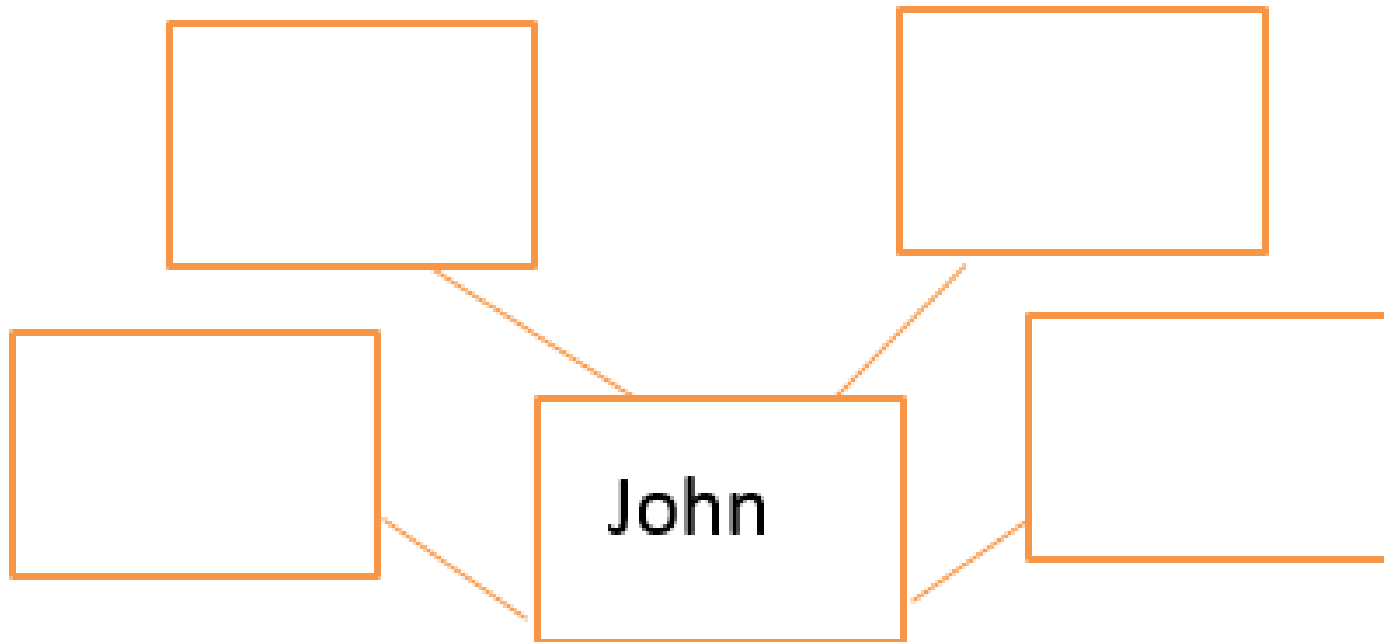
Unit: 1

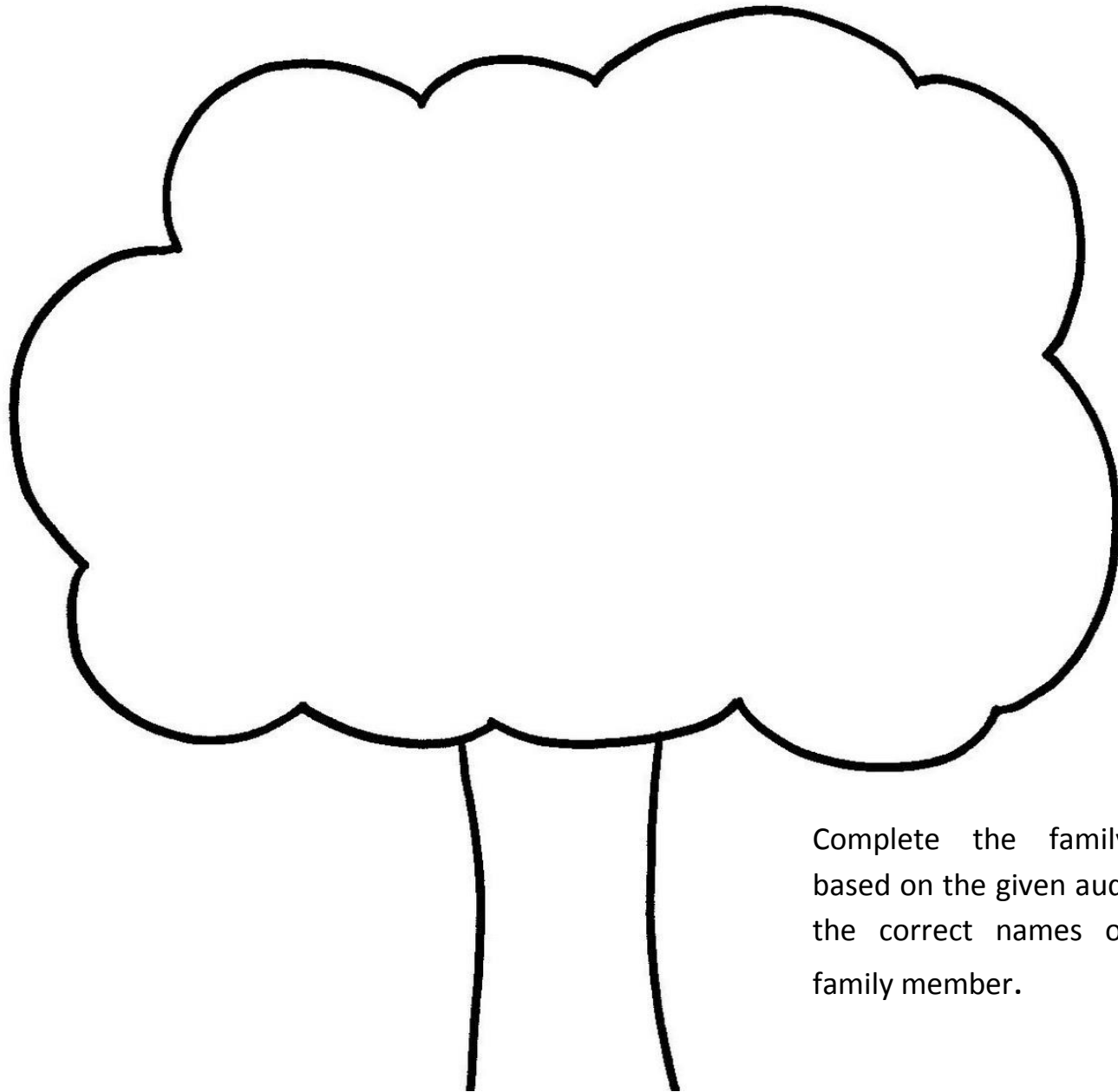
Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------------------|---|---|--|---|---|------------------|
| Socio-Interpersonal | Your Friend's House | L2. Make predictions of messages by using prior knowledge and contextual clues. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L2. Identifies messages by making predictions using prior knowledge and contextual clues. | You go over to your friend's house and your friend introduces you to his family. | You need to meet your friend's family and greet them. Your friend introduces you to his mom, father, brother, and sister. | Each L listens to the audio and based on the audio the L must complete the family tree with the name of the person. | L.2_ Family Tree |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking for and giving personal details such as name, age, address, names of relatives and friends, occupations, etc.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: possessives, personal information, pronouns</p> <p>Vocabulary: Family Ties</p> <p>Mother, Father, Dad, Sister, Brother</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to meet communicative competence</p> <p>Socio-cultural: showing interest in each peer's and family's lives and feelings</p> |

John's Family Tree





Complete the family tree based on the given audio with the correct names of each family member.

Subject: Oral Comprehension

(Listening) / Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Family Ties

CEFR LEVEL: A.1.1




Unit: 1




Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------------|--|--|--|--|--|-------------------------------|
| Socio-Interpersonal | Partner's House | L.3 recognize familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.3. recognizes familiar words and very basic phrases concerning | You are going to go meet your partner's family and they are telling you about their family, who they are, and what you like to do. | You need to remember who everyone is and what they like to do. | T gives each L a set of cards. The L must listen to T reading the script below and match the person's name with their relationship to Mary and what they like to do. Script: Mary's sister is name Ana. Ana loves to watch TV. Mary's mom is named Lucy and Lucy | L.3_MatchingListeningExercise |

| | | | | | | | |
|--|--|--|---|--|--|---|--|
| | | | his/her family, everyday activities, when people speak slowly, clearly and with significant pauses. | | | likes to go running. Mary's dad is named Peter. Peter really likes to play baseball. Peter's dad is Bob, but Bob doesn't like baseball. Bob likes to play the guitar. Bob's wife is named Linda. Linda enjoys reading books. Mary also has a puppy named Teddy. Teddy likes to play. Mary also has a younger brother, Bryan. Bryan is always playing video games. | |
|--|--|--|---|--|--|---|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking for and giving personal details such as name, age, address, names of relatives and friends, occupations, etc.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: possessives, personal information, pronouns</p> <p>Vocabulary:</p> <p><u>Family Ties</u></p> <p>Mother, Father, Dad, Sister, Brother</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to meet communicative competence</p> <p>Socio-cultural: showing interest in each peer's and family's lives and feelings</p> |

| | | |
|-------|---------|--|
| Peter | Father |  |
| Bryan | Brother |  |
| Linda | Grandma |  |

| | | |
|-------|--------|---|
| Ana | Sister |  |
| Lucy | Mom |  |
| Teddy | Dog |  |

Bob

Grandpa



**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------------|--|---|--|--|--|------------------------|
| Socio-Interpersonal | Family Barbeque | L.4 understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.4 recognizes simple information such as name, age, and perhaps country of origin, when that information is | You are at a family barbeque and you are introduced to five new friends. | You are asked to greet them and understand where they are from, their name, age and job. | Ls watch and listen to a video that includes five introductions of five different people. Ls determine their age, origin, job, and name. | L.4_Introduction Video |

| | | | | | | | |
|--|--|--|------------------------------|--|--|--|--|
| | | | given slowly and clearly. | | | | |
|--|--|--|------------------------------|--|--|--|--|

| Learnings | |
|---|---|
| Learn to Do | Functions: Greeting people, introducing oneself and other people Discourse markers: Opening a dialogue and closing |
| Learn to Know | Grammar: personal information, simple present, Y/N questions Vocabulary: See you soon, how's it going?, nice to meet you, hey, see you later. |
| Learn to Be and Live in Community | Psychosocial: using positive self-talk Socio-cultural: showing interest in each peer's and family lives and feelings Idioms: meet and greet |

Personal Introductions L4 Listening Exercise

Let's Meet and Greet

| | Name | Age | Origin | Interests |
|-----|------------|-------|--------|---------------------------|
| Ex. | Cindy | | | Designing |
| 1. | John Smith | _____ | | Plumber |
| 2. | Nicola | 26 | _____ | _____ |
| 3. | _____ | | _____ | Swimming, Treks, Software |
| 4. | Mary | _____ | | _____ |
| 5. | _____ | _____ | | Sales manager, Travel |
| 6. | _____ | _____ | | Study |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------------------------|---|--|--|--|---|---|
| Socio-Interpersonal | At your house over the phone | L.5. understand others' expression of feelings (e.g., whether she/he is indicating he/she is happy, well, ill). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.5. recognizes others' expressions of feelings. | Listening to your best friend and how they feel. | Today in school you saw that your best friend was not too happy, but you didn't have time to talk with her. You should give her a phone call and find out how she is doing. As a friend, it is important to listen and show that she has a friend to count on. | Ls listen to the audio describing how the friend feels. | L.5_Audio Script: Hey Jose, I am sorry I didn't say hi to you today. I don't feel good today. I am unhappy. My mom is very sick and ill. I feel like crying. I am very scared. My mom is always very happy. Now she is sad and sick. I don't know what to do. I am very sad. |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: introducing oneself and other people. Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc. Discourse markers: Correcting oneself |
| Learn to Know | Grammar: simple present, possessives Vocabulary: <u>Me, myself and I:</u> I am _____. (feeling) <u>Family Ties</u> Mother, Mom, Mommy <u>Feelings</u> Sad, ill, sick, unhappy, scared |
| Learn to Be and Live in Community | Psychosocial: using positive self-talk and self-challenging to reach communicative competence Socio-cultural: communicating respectfully |

Subject: Oral Comprehension

(Listening) / Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Watcha Doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------|---|--|--|---|---|------------------------|
| Socio-Interpersonal | Your House | L.6. understand everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.6. recognizes everyday expressions dealing with simple and concrete familiar | You lost your earphones and can't find them. You ask your mom where they are and she responds to you with an expression. | You need to understand and identify what your mom is telling you in response. | Ls play flyswatter and must identify the phrase given by the teacher. Ls will form two lines facing the board. Each part of the board will have the 12 everyday expressions given. When the L hears the phrase they must swat the phrase heard. | L.6_EverdayExpressions |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | topics, in clear, slow, repeated speech and with significant pauses. | | | | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: asking for and giving information about routines and habits.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: possessives, personal information, pronouns</p> <p>Vocabulary:</p> <p><u>Watcha doin'?</u> (My Everyday Life)</p> <p>Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p><u>Everyday Expressions</u></p> <p>I don't know, It's time to eat, I am in a hurry, That's awful, Come here, Where at, It's nice today, go outside, Hurry up, Let's go, No way, I don't feel well, I'm sorry</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk</p> <p>Socio-cultural: demonstrating attentive listening</p> |

Useful Everyday Expressions

I don't know.

That's awful!

It's time to eat.

Come here.

I am in a hurry.

Where at?

It's nice today,
go outside.

Hurry up!

Let's go!

No way!

I don't feel well.

I'm sorry.

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

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Unit: 1

Trimester: 1

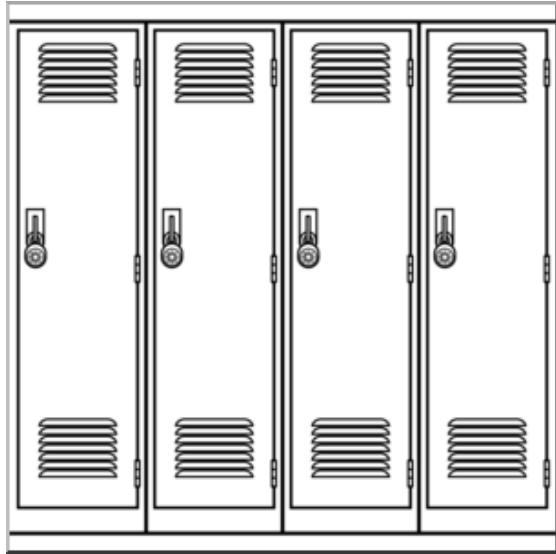
| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------|--|--|--|---|---|------------------|
| Socio-Interpersonal | Classroom | L.7 understand questions and short, simple classroom instructions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.7 recognizes questions and short, simple classroom instructions. | You are in an English classroom and need to communicate with your teacher to participate in certain tasks. | You need to go to the bathroom, lockers, principal's office, snack store, library, water, and need materials. | The T gives the Ls a classroom command and the Ls must follow. The T labels different parts of the classroom to resemble the different parts of the school (water fountain, bathroom, library, lockers, snack shop, etc). T gives classroom commands or questions and the students must connect the phrase to an action. Examples: | L.7_PicsofSchool |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | <ol style="list-style-type: none"> 1. The T says: “Can I go drink water?” Then, the Ls must go to the sign that shows. 2. The T says: “Raise your hand”. Then, the Ls must follow and complete the action. | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: asking for and giving instructions. Following classroom commands and instructions.</p> <p>Discourse markers: No, sorry and opening a dialogue</p> |
| Learn to Know | <p>Grammar: Y/N questions</p> <p>Vocabulary: classroom instructions and commands</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully and demonstrating attentive listening</p> |







Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------|--|--|--|---|--|-----------------|
| Socio-Interpersonal | Phone Call | Sl.1. use basic expressions of greeting, farewell, leave-takings and politeness (e.g., hello, goodbye, please, and thank you). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... Sl. 1. uses basic expressions of greeting, farewell, leave-takings and politeness. | You need to call a friend and leave a voice message. You will leave your friend an informal message. | You call your friend and greet them, ask them to call you back, and say good bye. | Ls record a voice message using their cell phones and then T replays it to the class to listen and review. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Greeting people, introducing oneself</p> <p>Discourse markers: Opening and closing a dialogue</p> |
| Learn to Know | <p>Grammar: Y/N questions, simple present</p> <p>Vocabulary: Hey, How are you, have a good one, take it easy, catch ya later, take care, gotta go, call me back.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|----------|---|---|--|---|---|-----------------|
| Socio-Interpersonal | You Tube | SI.2 make introductions of self and others. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI. 2. Makes introductions of self and others | Imagine you are creating your new You Tube channel. Your viewers do not know who you are and you must introduce yourself to the world. | Your first job is to post an introduction video about yourself for all of your viewers. | Ls create a short mini-video introducing themselves. They should include: name, age, origin, interests, phone number, address, and nationality. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: introducing oneself and other people. Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc.</p> <p>Discourse markers: Correcting oneself</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary:</p> <p><u>Me, myself and I:</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____></p> <p>My phone number is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk and self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

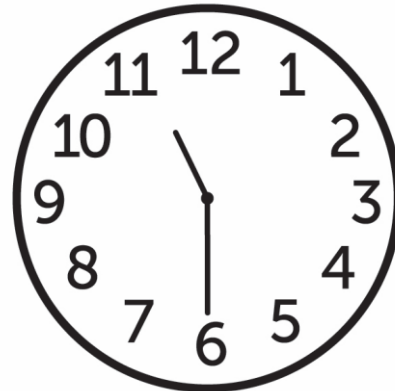
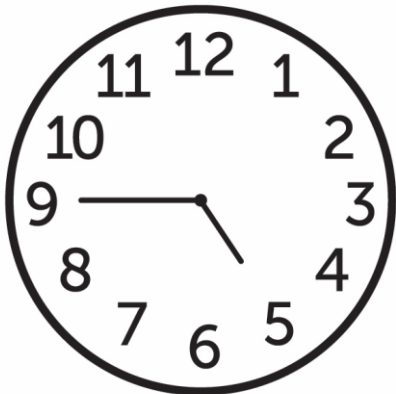
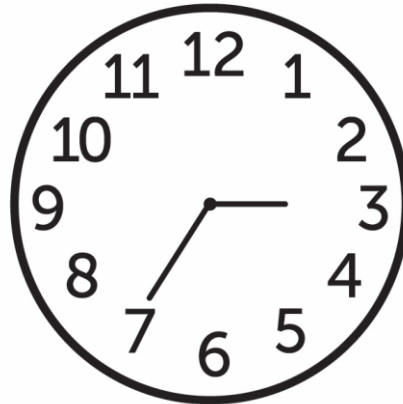
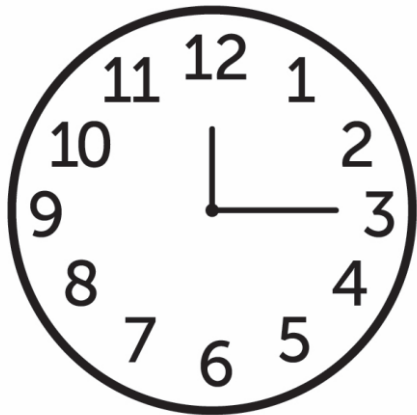
Unit: 1

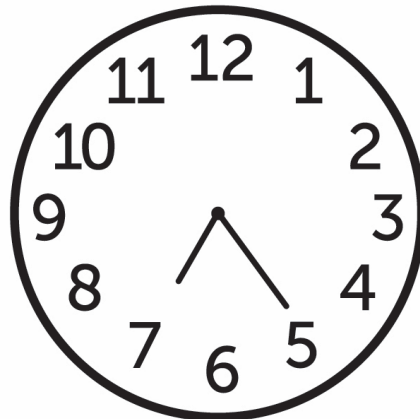
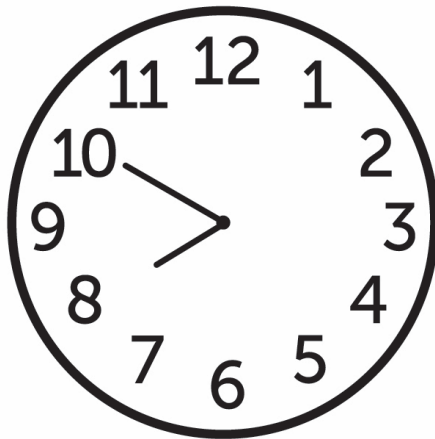
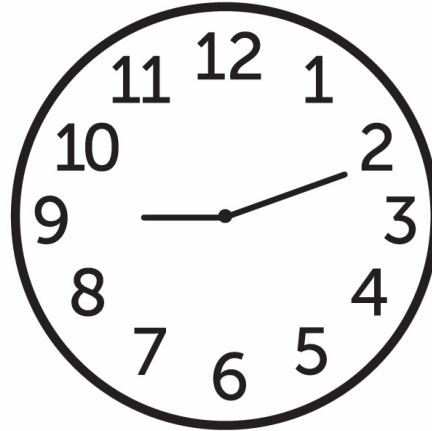
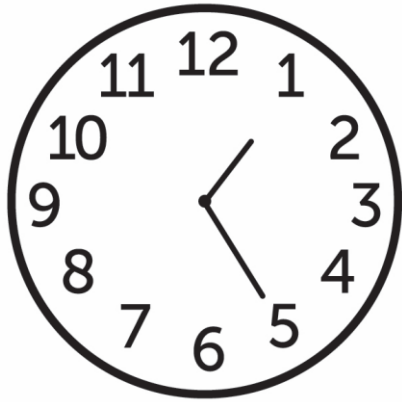
Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|----------------|--|---|---|--|---|------------------|
| Socio-Interpersonal | Friend's House | SI.3. Communicate the day, date, and time, as well as ask about those matters. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI. 3. Communicate s the day, date, and time, as well as ask about those matters. | You need to figure out what time it is to see if you need to leave your friend's house. | You are with your friend at your house and you need to know the time. Your friend is looking at the clock in the kitchen, but you can't see the clock. You have to ask your friend the time. | In pairs, Ls ask each other what time it is. One L asks the question what time it is. The other L picks a paper out of the bag and must read it to the other L. Each paper from the bag has a picture of a clock on it with a different time. | SI.3_Paperclocks |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking and telling time and date</p> <p>Discourse markers: Correcting oneself</p> |
| Learn to Know | <p>Grammar: simple present, prepositions of time.</p> <p>Vocabulary:</p> <p><u>What time is it?</u></p> <p>It is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk and self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully and demonstrating attentive listening</p> |

What time is it?









Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------------------|--|---|--|--|---|-----------------|
| Socio-Interpersonal | Community Soccer Team | SI. 4. Ask and answer simple questions about familiar things (e.g., name, age, telephone number, birthplace, where he/she lives, people she/he knows, and things he/she has), if the other person speaks slowly and clearly. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.4. asks and answers simple questions about familiar things, if the other person speaks slowly and clearly. | You are trying out for the community soccer team and the coach needs to know who you are and all about you. You need to present yourself to the coach. | You must tell the coach your name, where you are from, how old you are, your address, your phone number, and names of your family. | In pairs, one L is the coach and the other L is the person trying-out. The coach must ask the person trying-out personal information questions and then they must respond. For example: What is your name? My name is _____. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking for and giving personal details such as name, age, address, names of relatives and friends, occupations, etc.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary:</p> <p><u>Me, Myself, and I</u></p> <p>I'm from _____.</p> <p>I am _____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> <p>What is your mom's name? What is your dad's name?</p> |
| Learn to Be and Live in Community | <p>Psychosocial: respecting human rights principles and inclusiveness</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Watcha doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|----------------|---|---|--|---|--|-------------------|
| Socio-Interpersonal | Center of town | SI.5. express a lack of understanding using body language or formulaic expressions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.5. expresses lack of understanding using body language or formulaic expressions. | You meet a foreigner in the center of town, but you can't remember how to say a full phrase in English. Using the simple phrases, you remember and hand gestures you need to communicate with the foreigner. | Communicate with the foreigner by using gestures to express the action or expression. | One L comes to the front and picks up a card. Each card will have a daily routine. The L must gesture the daily routine or everyday expression and the other Ls must guess it. | SI.5_CharadeCards |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking for and giving information about routines and habits.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary: <u>Watcha doin'?</u> (My Everyday Life)</p> <p>Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> |
| Learn to Be and Live in Community | <p>Psychosocial: respecting opinions, values/beliefs and language differences</p> <p>Socio-cultural: communicating respectfully.</p> |

| | |
|----------------|--------------------|
| Brush my teeth | Using the bathroom |
| I don't know. | Go to the park |
| Running | Eat lunch |
| Exercise | Play Soccer |
| Go to church | Let's go! |

| | |
|-----------------|-------------------|
| Clean the house | Go to sleep |
| Take a shower | It's time to eat. |
| I'm in a hurry. | Where at? |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|--|--|---|---|-----------------|
| Socio-Interpersonal | | Sl.6. express simple needs in the classroom setting (e.g., ask for the loan of a pencil or other classroom material) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... Sl. 6 expresses simple needs in the classroom setting. | Imagine you are creating your new you tube channel. Your viewers do not know who you are and you must introduce yourself to the world. | Your first job is to post an introduction video about yourself for all of your viewers. | Ls create a short mini-video introducing themselves. They should include: name, age, origin, interests, phone number, address, and nationality. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: introducing oneself and other people. Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc.</p> <p>Discourse markers: Correcting oneself</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary:</p> <p><u>Me, myself and I:</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____></p> <p>My phone number is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk and self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|---|--|---|--|-------------------|
| Socio-Interpersonal | Beach | SI.7. Express a sequence of events or actions by placing them in some sort of order. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI. 7. expresses a sequence of events or actions by placing them in some sort of order. | You are in Cahuita and are sitting on the beach next to a person who have never met. You want to get to know them and where they are from. | You need to greet them, ask them their name, where they are from, and close the conversation. | Ls must put the conversation into the correct order and then present the conversation in front of the class. | SI.7_Conversation |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: introducing oneself and other people. Greeting people Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc.</p> <p>Discourse markers: Correcting oneself. Demonstrative attentive listening</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary: Hey, How's it going, see you later, How are you doing?, Nice to meet you.</p> <p><u>Me, myself and I:</u> I'm from _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk and self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Conversation at the Beach Meeting a New Friend

SI.7. It Starts with A Handshake

John: Hello, how's it going?

Jeffrey: I am doing well. How about you?

John: I am great! I love Cahuita!

Jeffrey: Where are you from?

John: I am from Australia. How about you?

Jeffrey: I am from Limon. It is very close to Cahuita.

John: Nice to meet you.

Jeffrey: Nice to meet you too. Have a wonderful time in Cahuita.

John: Thank you, see you later.



Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-------------------|--|---|---|--|---|-----------------|
| Socio-Interpersonal | Classroom Setting | SI.8. Use common, familiar everyday expressions to meet specific practical needs in the classroom setting (e.g. asking for assistance with unknown vocabulary or clarification). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI. 8. Uses common, familiar everyday expressions to meet specific practical needs. | You are in the classroom and need to communicate with your teacher. | You are in a classroom and need to express your everyday needs both as a student and as a teacher. | In groups of three, one L is the T and two Ls are students. T pretends to be the teacher and gives the students certain directions. L pretends to be the students and ask the teacher for certain directions. Each L must ask for at least 5 instructions or questions and the corresponding individual must respond. | |

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| | | | | | | <p>For example:</p> <ol style="list-style-type: none">1. T states "Can you please turn on the lights?" L must respond "Yes, I can." And then complete the action.2. L states "May I go to the bathroom?" T states "Yes, you may." | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: asking for and giving the spelling of familiar words.</p> <p>Discourse markers: Correcting oneself. No, sorry.</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary:</p> <p><u>Classroom commands</u></p> <p>May I go to the bathroom?</p> <p>Can you turn on/off the light?</p> <p>Can I go to the library?</p> <p>Can I go drink water?</p> |
| Learn to Be and Live in Community | <p>Psychosocial: respecting human rights principles and inclusiveness</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Watcha Doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|--|--|---|---|-----------------|
| Socio-Interpersonal | Recess | SI.9. use simple statements related to daily/weekend routines. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI. 9 use simple statements related to daily/weekend routines. | You are talking with your friend at recess and trying to find a time to go to the river. | You have to figure out when the best time for you to meet is and when your friend is free. You must ask your friend what they do at each time of the day. | Ls stand around in a circle. There must be two different balls (or items to throw around). The first ball is the question ball. The second ball is the response ball. The L with the question ball must ask a question related to the Ls daily or weekend routines. The L with the response ball must respond to the Ls question. Then, each L passes each ball to another L. | |

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| | | | | | | <p>Example: The L with the question ball asks "What do you do in the morning?" and the L with the response ball answers "In the morning, I wake up, brush my teeth, and take a shower." The L can also respond by saying "I am free at that time. I have nothing to do."</p> | |
|--|--|--|--|--|--|---|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: asking for and giving information about routines and habits.</p> <p>Discourse markers: Correcting oneself. No, sorry.</p> |
| Learn to Know | <p>Grammar: simple present, Y/N questions, prepositions of time, including in/on/at</p> <p>Vocabulary: <u>Watcha doin'?</u> (My Everyday Life)</p> <p>Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|---|---|---|--|---|-----------------|
| Socio-Interpersonal | School | SP.1. talk about himself/herself very briefly, for example stating name, where she/he is from, and school he/she attends, including information about his/her family. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.1. talks about himself/herself very briefly, for example stating name, where he/she is from, and what school he/she attends, | Meeting a new classmate on the first day of school. | You have been asked by your teacher to help your new classmate feel at home. You are interested in learning more about them, but first you must introduce yourself to them. Make sure to include your name, where you are from, where you live, and your family members. | Ls create a presentation to introduce themselves and their family to a new student who knows nothing about them. Ls can bring in pictures to help them introduce themselves and their family members. | |

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | including information about his/her family. | | | | |
|--|--|--|---|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: introducing oneself and other people. Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc.</p> <p>Discourse markers: Correcting oneself</p> |
| Learn to Know | <p>Grammar: simple present, possessives</p> <p>Vocabulary:</p> <p><u>Me, myself and I:</u></p> <p>I'm from ____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____></p> <p>My phone number is _____.</p> <p><u>Family Ties</u></p> <p>Mother, Mom, Mommy, Dad, Father, Daddy, Sister, Sis, Brother, Bro, Aunt, Uncle, Cousin, Grandmother, Grandfather, Granddad, Grandma</p> |
| Learn to Be and Live in Community | <p>Psychosocial: using positive self-talk and self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Watcha Doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------|--|---|--|--|--|-----------------|
| Socio-Interpersonal | Your House | SP.2. describe his/her daily and weekend routines to the class using simple phrases and formulaic expressions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.2. describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions. | Your mom called you and asked what you did today. You need to explain to her what you did. | Explain to your mom your daily routine. Explain at what time of the day you did each action. | Ls watch the given video and they must prepare a short presentation explaining the girl's daily routine, including the time of day she did it in and the sequence. Ls must use the third person in their speech. | SP.2_Video |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: asking for and giving information about routines and habits. Discourse markers: Opening and closing a dialogue. |
| Learn to Know | Grammar: possessives, personal information, pronouns Vocabulary: <u>Watcha doin'?</u> (<u>My Everyday Life</u>) Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text |
| Learn to Be and Live in Community | Psychosocial: using positive self-talk Socio-cultural: demonstrating attentive listening |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------|---|---|---|---|---|-----------------|
| Socio-Interpersonal | Your House | SP.3. use simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.3. describes familiar topics using simple phrases. | You are telling your mom and dad about a person you admire. You want to tell them about his/her likes and dislikes and how they connect to your likes and dislikes. | You present the personal information (likes and dislikes) of the person you admire to your parents. | Each L must give a speech about the person they admire to the class. They must include their name, age, likes and dislikes, job, nationality, relatives, and where they live. | |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: asking for and giving personal details such as name, age, address, names of relatives and friends, occupations, etc.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: simple present, possessives, personal information, possessive adjectives, pronouns</p> <p>Vocabulary:</p> <p><u>Me, Myself, and I</u></p> <p>I'm from _____.</p> <p>I am _____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> <p>What is your mom's name? What is your dad's name?</p> <p><u>Family Ties</u></p> |
| Learn to Be and Live in Community | <p>Psychosocial: respecting human rights principles and inclusiveness</p> <p>Socio-cultural: showing interest in each peer's and family's lives and feelings</p> |

Subject: Spoken Interaction/ Spoken Production (Speaking)

Scenario: Let's Meet and Greet

Theme: Watcha Doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------------|---|--|---|--|---|-----------------|
| Socio-Interpersonal | Room, video call | SP.4. recount recent experiences and give compliments in role-plays, interviews, and presentations. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.4. recounts recent experiences and gives compliments. | You are talking to your friend over a video call and you haven't seen them in a couple of years. Using a photo you describe to them who each person is, how they have been, and what they have been doing on a daily basis. | You need to explain to your friend your family members and their daily routines. | Each Ls must give a presentation using a family photos to describe their family and what they each do on a daily basis. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: asking for and giving personal details such as name, age, address, names of relatives and friends, occupations, etc. Asking for and giving information about routines and habits.</p> <p>Discourse markers: Opening and closing a dialogue.</p> |
| Learn to Know | <p>Grammar: possessives, personal information, pronouns: simple, personal. Prepositions of time, including in/on/at. Frequency Adverbs</p> <p>Vocabulary:</p> <p><u>Watcha doin'? (My Everyday Life)</u></p> <p>Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p><u>Family Ties</u></p> <p>Mother, Mom, Mommy, Dad, Father, Daddy, Sister, Sis, Brother, Bro, Aunt, Uncle, Cousin, Grandmother, Grandfather, Grandad, Grandma</p> |
| Learn to Be and Live in Community | <p>Psychosocial: respecting opinions, values/beliefs and language differences. Using positive self-talk.</p> <p>Socio-cultural: showing interest in each peer's and family's lives and feelings .</p> |

**Tasks and Ideas for
Written Comprehension and Written Production
Seventh Grade
Term 1**

Subject: Written Comprehension (Reading)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------|---|--|--|--|--|------------------------|
| Socio-Interpersonal | Classroom | R.2. identify brief, simple classroom signs, appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps, or if the procedures have been previously demonstrated. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.2. identify brief, simple classroom signs, appropriate pieces of vocabulary and familiar expressions and other clear-cut | You are in a new classroom and the teacher has the rules written on the board. You need to be able to communicate with the teacher respectfully and understand the rules of the classroom setting. | You need to be able to determine what each classroom rule means. | In two groups, the Ls must identify which classroom rules match the appropriate picture. Each L should read the given classroom instruction and find the picture that correctly identifies the written phrase. | R.2_PhrasesandPictures |

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | instructions if there are pictures or diagrams to illustrate most important steps, or if the procedures has been previously demonstrated. | | | | |
|--|--|--|---|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for classroom objects</p> <p>Discourse markers: Opening a dialogue.</p> |
| Learn to Know | <p>Grammar: Simple present</p> <p>Vocabulary: <u>Classroom objects</u></p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

May I go to the
bathroom?



Raise your hand.



Can I borrow a pencil?



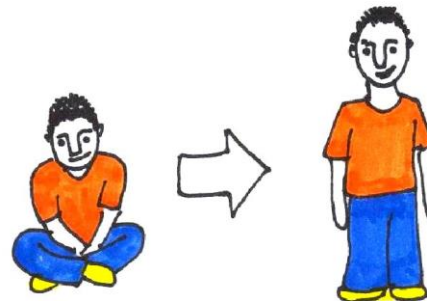
May I open the door?



Please sit down.



Please stand up.



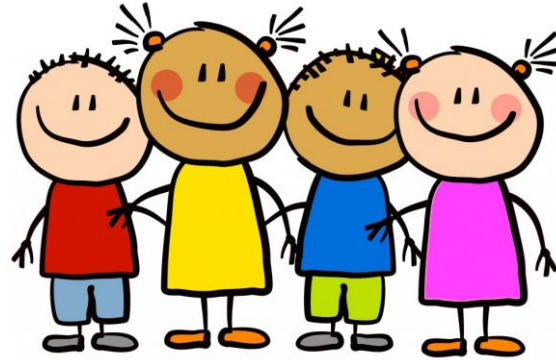
Take out your notebook.



Put away your phone.



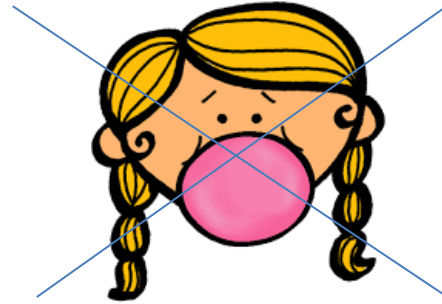
Respect each other.



Have fun learning!



Don't chew gum!



Subject: Written Comprehension (Reading)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|------------|--|---|--|---|---|----------------------|
| Socio-Interpersonal | What's App | R.4. recognize some words and straightforward sentences in simple texts, if seen previously. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.4. recognizes some words and straightforward sentences in simple texts, if seen previously. | You need to read What's App messages sent to you by your friends. They are greeting you, asking how you are doing, and saying goodbye. | You need to understand what your friend is telling you. | Ls must read the given What's App messages and recognize which message is a farewell and which is a greeting. Then, the Ls must decipher which greetings are informal and which are formal. | R.4_WhatsAppMessages |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Greeting People</p> <p>Discourse markers: Opening a dialogue. Closing a Dialogue.</p> |
| Learn to Know | <p>Grammar: Simple present</p> <p>Vocabulary:</p> <p><u>Greeting, Introductions, and Leave-Takings</u></p> <p>Hey, Hi there, How's it going?, Bye, See you later, See you on the flip side.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: Demonstrating attentive listening</p> |

Check your What's App

Formal or Informal?

Hey, how's it going Jimmy?

9

Peace. See you later bro!

4

Hello, how are you today?

7

What's up? What you up to?

3

Hey, how's it been?

5

It was a pleasure meeting you today.
Have a nice afternoon.

2

Bye, see you tomorrow in class.

6

See you on the flip side!

8

Thanks for your help! Have a good
day!

Subject: Written Comprehension (Reading)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|--|---|---|---|-----------------|
| Socio-Interpersonal | Online | R.5 understand straightforward forms in order to insert personal information (e.g. name, address, date of birth) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.5 recognizes straightforward forms in order to insert personal information | You are interested in soccer and look up to your favorite soccer player, Keylor Navas. You want to know more about him. | You must look up his profile online and read the information to know more about him and his life. | Ls read the profile of the famous Costa Rican soccer player, Keylor Navas. They must respond to the questions based on the given profile. | R.5_Profile |

Learnings

| | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Completing Forms</p> <p>Discourse markers:</p> |
| Learn to Know | <p>Grammar: Simple present. Y/N questions. Pronouns.</p> <p>Vocabulary:</p> <p><u>Me, myself and I:</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> <p>Phonology:</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: Showing interest in each peer's and family's lives and feelings.</p> <p>Proverbs:</p> <p>Idioms:</p> |

Who is Keylor Navas?

Answer the following questions based on the given profile.

Keylor Navas



Navas during a press conference with Real Madrid in 2015

| Personal information | | | |
|----------------------|-----------------------------------|------|-------|
| Full name | Keylor Antonio Navas Gamboa | | |
| Date of birth | 15 December 1986 (age 30) | | |
| Place of birth | Pérez Zeledón, Costa Rica | | |
| Height | 1.85 m (6 ft 1 in) ^[1] | | |
| Playing position | Goalkeeper | | |
| Club information | | | |
| Current team | Real Madrid | | |
| Number | 1 | | |
| Youth career | | | |
| 1999–2005 | Saprissa | | |
| Senior career* | | | |
| Years | Team | Apps | (Gls) |
| 2005–2010 | Saprissa | 60 | (0) |
| 2010–2012 | Albacete | 36 | (0) |
| 2011–2012 | → Levante (loan) | 1 | (0) |
| 2012–2014 | Levante | 46 | (0) |
| 2014– | Real Madrid | 73 | (0) |
| National team‡ | | | |
| 2003 | Costa Rica U17 | 3 | (0) |
| 2008– | Costa Rica | 76 | (0) |

* Senior club appearances and goals counted for the domestic league only and correct as of 1 October 2017.

‡ National team caps and goals correct as of 7 October 2017

1. What is his full name?

2. When is his birthday?

3. How old is Keylor Navas?

4. How tall is Keylor Navas?

5. What playing position does Keylor Navas play?

6. What club is he playing for?

7. Where was he born?

Subject: Written Comprehension (Reading)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|--|--|---|--|-------------------------|
| Socio-Interpersonal | ID Card | R.7 understand numbers in meaningful contexts. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.7 recognizes numbers in meaningful contexts. | You are given a new ID card and need to understand all of the numbers required on the ID card. | You must read personal information about yourself, and need to make sure you understand all of your information. You don't want to have the wrong birthday on your ID card! | Ls must read the text about Laura's personal information. Then, they must create their own ID card based on the reading. They need to include the following information: name, date issued, expiration date, birthday, age, height, address, and phone number. | R.7_PersonalInformation |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Completing Forms. Asking and giving personal information.</p> <p>Discourse markers:</p> |
| Learn to Know | <p>Grammar: Simple present. Y/N questions. Pronouns.</p> <p>Vocabulary:</p> <p><u>Me, myself and I:</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: Showing interest in each peer's and family's lives and feelings.</p> |

Subject: Written Production (Writing)

Scenario: Let's Meet and Greet

Theme: It Starts with a Handshake

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------|--|---|--|---|--|---|
| Socio-Interpersonal | Classroom | W.1. write words on familiar objects in a picture or diagram (e.g., boy, girl, chair). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.1. writes words on familiar objects in a picture or diagram (e.g., boy, girl, or chair) | You are a student and need to borrow a classroom supply from your classmate, but you can't speak while the teacher is talking. Therefore, you must write it on a note and give it to your classmate. | You must write the classroom object you need to borrow on a notecard. | In groups of 2-3 people, hand out different colored post-it notes. Give each group 3-minutes to label as many classroom objects t they can find. Each group must spell the name of the classroom object correctly and label it correctly. You can make this into a competition and the group with the most objects. correctly labeled and spelled, wins. | Post-it Notes Classroom objects (realia) |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Asking for classroom objects Discourse markers: Opening a dialogue. |
| Learn to Know | Grammar: Simple present Vocabulary: <u>Classroom objects</u> |
| Learn to Be and Live in Community | Psychosocial: self-challenging to reach communicative competence Socio-cultural: communicating respectfully |

Subject: Written Production (Writing)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|---|--|--|---|---|-----------------|
| Socio-Interpersonal | Online | W.2. write words and phrases on registration forms and questionnaires (e.g. entering names, nationalities and addresses). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.2. writes words or phrases on registration forms and questionnaires with personal details. | You need to create an email account to be able to communicate with others. | In order to create your account, you need to complete your profile with all of your personal information. | Ls fill out their personal information on an email account profile. | W.2_CreateEmail |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Completing forms. Asking for and giving the spelling of familiar words.</p> <p>Discourse markers: Opening a dialogue.</p> |
| Learn to Know | <p>Grammar: Simple present</p> <p>Vocabulary:</p> <p><u>Me, Myself and I (Personal Information)</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____></p> <p>My phone number is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Create your Google Account

One account is all you need

One free account gets you into everything Google.



Take it all with you

Switch between devices, and pick up wherever you left off.



Name

Choose your username

Create a password

Confirm your password

Birthday

Gender

Mobile phone

Your current email address

Location

Next step

[Learn more](#) about why we ask for this information.

Subject: Written Production (Writing)

Scenario: Let's Meet and Greet

Theme: Family Ties

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-------------|--|---|---|---|---|---|
| Socio-Interpersonal | Photo Album | W3. Write simple sentences with assistance using a dictionary or a textbook and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.3. writes simple phrases and sentences. | You want to cherish the memories you have shared with your families. You want to make sure they are never forgotten and that your children will know about your own family. | Using a photo album you save all of these memories and write down details about your family memories, including who each family member is and a little detail about each family member. | Each L must create their own photo album that showcases their family. Under each photograph they must describe how they are and give one detail about them. | Pictures from each student of their family Paper, pens, crafts, etc. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Introducing oneself and other people. Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc. Asking for and giving spelling of familiar words.</p> <p>Discourse markers:</p> |
| Learn to Know | <p>Grammar: Possessive, Possessive Adjectives, Simple Present</p> <p>Vocabulary:</p> <p><u>Me, Myself and I (Personal Information)</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> <p><u>Family Ties</u></p> <p>Mother, Mom, Mommy, Dad, Father, Daddy, Sister, Sis, Brother, Bro, Aunt, Uncle, Cousin, Grandmother, Grandfather, Grandma, Grandad</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Respecting opinions, values/beliefs and language differences</p> <p>Socio-cultural: Showing interest in each peer's and family's lives and feelings.</p> <p>Idioms: Take care of (someone or something).</p> |

Subject: Written Production (Writing)

Scenario: Let's Meet and Greet

Theme: Watcha Doin'?

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|---------|--|---|--|---|--|-----------------|
| Socio-Interpersonal | House | W.4. write simple sentences with assistance, using a dictionary or a textbook and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.4. write simple sentences with assistance using a dictionary or a textbook. | Your mom asks you what you would like to do if you had all the money in the world. Your mom likes you to dream big to encourage you to study hard and work hard. These strategies will help you to achieve a goal and a dream that you set for yourself. | You must tell your mom what your perfect dream day would be. She wants to know exact details about what you would do at each time of day. | Each L creates their dream day. They can imagine they have all the money and resources available to spend the day as they would like to. They must explain what they will do at each time of the day, including the activity and time of day. They should use a dictionary for any words they do not know. | Dictionaries |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving spellings of familiar words. Asking for and giving information about routines and habits.</p> <p>Discourse markers: first, second, Well, thank you, No I'm sorry I mean...</p> |
| Learn to Know | <p>Grammar: Y/N Questions, Possessives, Possessive Adjectives, Simple Present, Frequency Adverbs</p> <p>Vocabulary: <u>Watcha Doin'?</u> Wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Using positive self-talk</p> <p>Socio-cultural: Communicating respectfully</p> <p>Idioms: Take care of (someone or something).</p> |

Subject: Written Production (Writing)

Scenario: Let's Meet and Greet

Theme: Me, Myself, and I

CEFR LEVEL: A.1.1

Unit: 1

Trimester: 1

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------|-----------|--|---|---|---|---|----------------------|
| Socio-Interpersonal | Instagram | W.5. write simple information about himself/herself (e.g. name, age, address) and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.5. writes simple information about himself/herself (e.g., name, age, address) | You want to create an Instagram profile and need to complete the registration form in order to sign-up. | You must fill out the registration form with your personal information and a short description of yourself. | Each L will complete the Instagram registration form. | W.5_InstagramProfile |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Completing forms. Asking for and giving the spelling of familiar words.</p> <p>Discourse markers: Correcting oneself.</p> |
| Learn to Know | <p>Grammar: Simple present</p> <p>Vocabulary:</p> <p><u>Me, Myself and I (Personal Information)</u></p> <p>I'm from _____.</p> <p>I am _____. (nationality)</p> <p>I am ____ years old.</p> <p>My address is _____.</p> <p>My phone number is _____.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: self-challenging to reach communicative competence</p> <p>Socio-cultural: communicating respectfully</p> |

Instagram

[Log In with Facebook](#)

OR

Name

Email

Phone Number

Address

[Sign up](#)

By signing up, you agree to our Terms & Privacy Policy.

To finish your profile please provide a short description of yourself.

Instagram

[Log In with Facebook](#)

OR

Name

Email

Phone Number

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By signing up, you agree to our Terms & Privacy Policy.

To finish your profile please provide a short description of yourself.

**Tasks and Ideas for
Oral Comprehension and Oral Production
Seventh Grade
Term 2**

Subject: Oral Comprehension (Listening)

Scenario: Hanging Out in my Community

Theme: Fun Favorites

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation | AOA Task | Activities | Material /Texts |
|---|-----------|--|---|--|---|--|--|
| Socio-interpersonal and socio-transactional | At school | L.7. make predictions by using prior knowledge and contextual clues. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.7. makes predictions by using prior knowledge and contextual clues. | Identifying what free time activities are popular or not among people in the U.S. People: People on the streets | You're working on a research project about the way people in the U.S. spend their free time. You found interesting information from the Gallup Organization about the most popular activities people do in the evenings. Circle the correct answers, and write at least one extra fact about each item. | <ul style="list-style-type: none"> Learners read the questions and predict what the answers might be. Learners listen to the audio about how people in the U.S. spend their free time in the evening and circle the correct answers. Learners listen again and write an extra fact about each item. | Track: Which is more popular? L.7 Listening Exercise |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing hobbies and fun activities</p> <p>Discourse markers: Hesitation (Let me see...)</p> |
| Learn to Know | <p>Grammar: Comparatives and superlatives simple present</p> <p>Vocabulary: Reading, Skating, Knitting, Crocheting, Quilting, Running, Horseback riding, Bicycling, Jogging, Swimming, playing video games, Kayaking, Sailing, Fishing, listening to music, Painting, Dancing, Performing, Singing, Playing soccer</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating openness toward other interests and new experiences/ideas.</p> <p>Socio-cultural: Willingness to participate in leisure activities (hobbies, sports, reading habits).</p> |

Task: You're working on a research project about the way people in the U.S. spend their free time. You found interesting information from the Gallup Organization about the most popular activities people do in the evenings.

Look at the answers. What do you think the answers will be? Check your answers.

Listen. Circle the correct answers, and write at least one extra fact about each item.

1. Which type of music do more people enjoy?

- Classical
- Country and western
- Rock

Fact: 59% (like country)



2. Why do most people listen to the radio?

- For news
- For entertainment

Fact: _____



3. What type of magazines do more people read?

- TV guides
- News magazines

Fact: _____



4. Which sport is more popular?



- Swimming
- Jogging

Fact: _____

5. Which is true for more people?

- They never exercise in their free time.
- They like to be active.

Fact: _____



Taken from: Helgesen, M and Brown, S. (1995). *Active Listening: Introducing skills for understanding*. Cambridge University Press.

Subject: Spoken Interaction (Speaking)

Theme: When and Where is the Fun?

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation | AOA Task? | Activities | Material /Texts |
|---|----------------------|--|---|--|--|--|------------------------|
| Socio-interpersonal and socio-transactional | Town of "Localville" | SI.3. communicates the day, date, and time, as well as ask about those matters. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.3. communicate the day, date, and time, as well as ask about those matters. | Talking about schedule with friends. People: Friends | Students with partners will practice the ordering of events that start at different times. | Students break into pairs to put each other's events in proper order and to ask and tell what time the different events are happening. | Event Mix Up Worksheet |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing habits and routines, Giving personal information, Asking and giving directions, Telling time, Following and giving simple directions Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: prepositions, simple present, questions, prepositions of time, including in/on/at Vocabulary: Fun places around town (Directions, time) |
| Learn to Be and Live in Community | Psychosocial: Showing awareness of using positive communication skills and ethical practices when having fun. Socio-cultural: Willingness to participate in leisure activities (hobbies, sports, reading habits), Governing respectful behavior when interacting and using humor, Valuing the social interaction in community building |

Event Mix Up

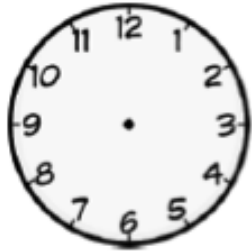
Write the times for the different events. Remember, they might be earlier or later in the day; in the morning, afternoon, or evening.

Next, cut out the individual clocks with the names of the events.

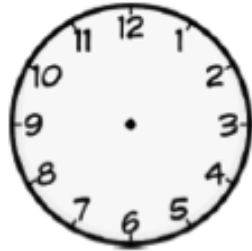
Now, get together with a partner and mix up the times for each of the events.

You and your partner will need to put the events in order and then ask and tell the times for each.

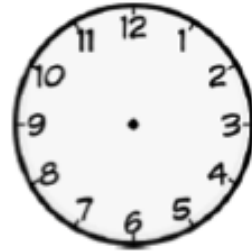
For example: Q: *What time is mass?* A: *Mass is at 9AM.* Q: *What time is the movie?* A: *The movie is at 7PM,* etc.



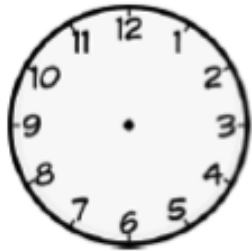
Movie



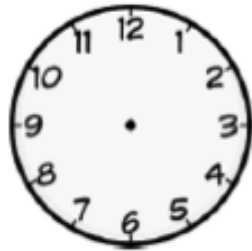
Mass



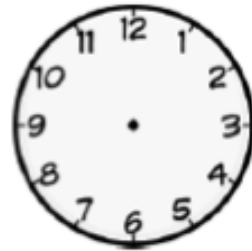
Exercise class



Soccer game



Rock concert



5k Race

Subject: Spoken Interaction

Scenario: Hanging out in my community

Theme: My fun favorites

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|--------------|---|--|--|---|---|----------------------|
| Socio-interpersonal and socio-transactional | Soccer match | SI.2. make introductions of self and others. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.2. makes introductions of self and others. | Introducing a new friend to an old friend. People: Friends, stranger | You have just arrived at a soccer match and want to introduce a new friend who is arriving with you. You want to introduce him/her to your friend at the event because they have similar interests. | Students will break into groups of three to practice conversation, each student portraying a part. Then student groups will create their own similar conversations. Groups may present their conversations in front of class. | Example conversation |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing habits and routines, Giving personal information, Asking for repetition and clarification Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: possessive and personal pronouns, simple present, questions Vocabulary: My fun favorites (hobbies) |
| Learn to Be and Live in Community | Socio-cultural: Valuing the social interaction in community building |

Introducing a new friend to an old friend.

Carol arrives to a soccer match with her friend Michael. She wants to introduce him to her childhood friend, Priscilla, pointing out that they have similar interests.

Carol: Hi Priscilla! How have you been?

Priscilla: Great, thanks. How about you?

Carol: I've been doing well. Hey, I want to introduce my new friend Michael to you. Michael, this is my friend, Priscilla.

Michael: It's nice to meet you. I'm sorry, what is your name again?

Priscilla: It's Priscilla. It's nice to meet you too, Michael.

Carol: Michael, Priscilla loves to read, just like you. Every time we ride the bus together, she is always reading a new book.

Michael: Oh, really? What kinds of books do you like, Priscilla?

Priscilla: I like to read non-fiction, especially history books.

Michael: Oh, that's neat. I'm a fan of science fiction books.

Carol: Hey, well, it looks like the game is about to start. Let's go play!

Now it's your turn! Get into groups of three. Create your own dialogue, introducing your friends who share similar interests.

Subject: Spoken Interaction

Theme: Fun Places Around Town

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

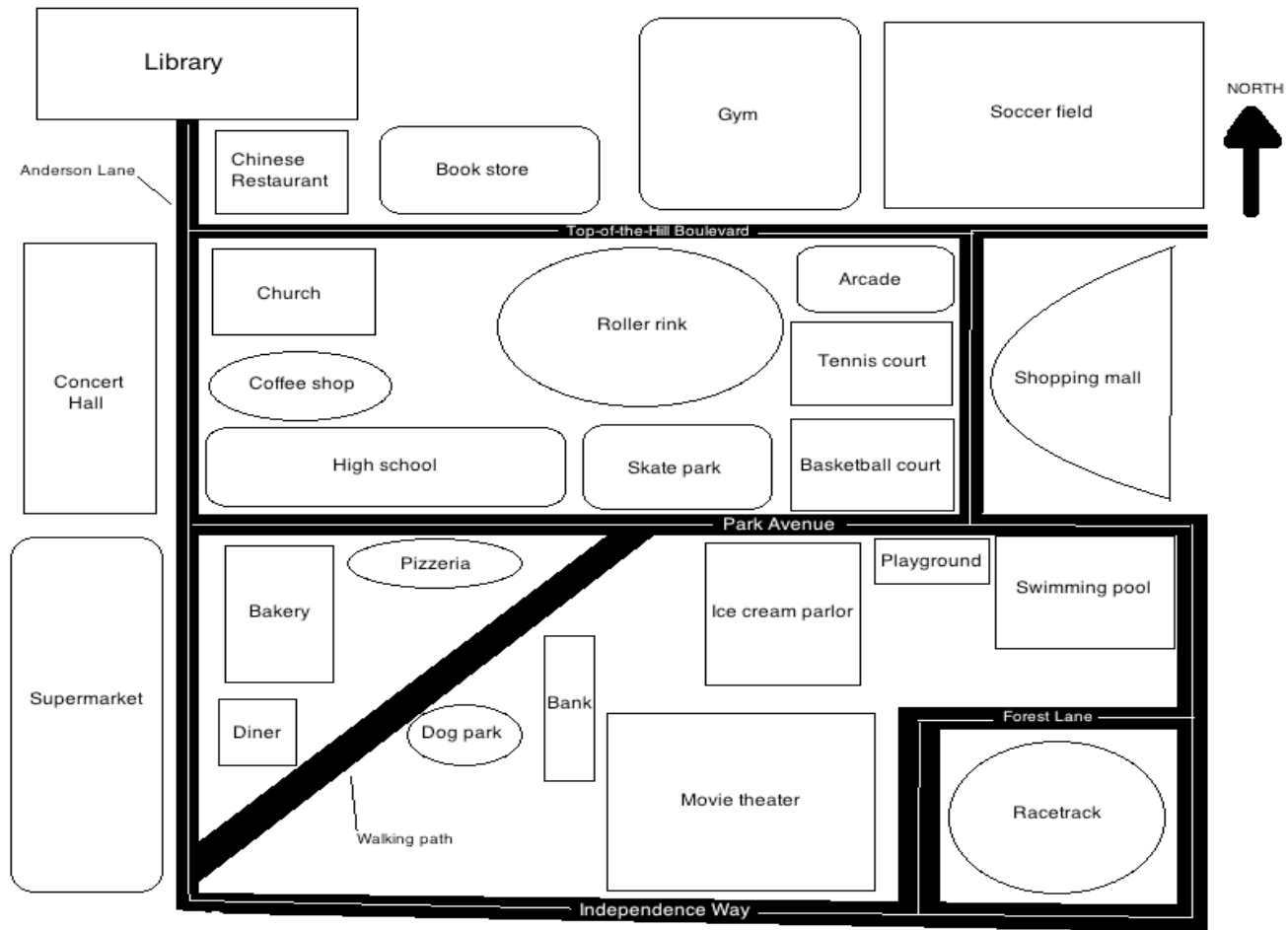
| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|----------------------|---|--|---|--|---|-------------------------|
| Socio-interpersonal and socio-transactional | Town of "Localville" | SI.7. use common, familiar everyday expressions to meet specific practical needs in community setting, e.g. asking for assistance with maps, directions, money times, schedules, timetables. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.7. uses common, familiar everyday expressions to meet specific practical needs in community setting, e.g. asking for assistance with | A visitor is lost in town without a map and needs directions to a particular place as well as its hours. People: Visitor, student | Students will help explain directions and the hours of local places in town. | Students will break into pairs and pretend to be visitors and locals to town. They will ask for directions and the hours for a particular destination. The "local" will help the "visitor." | Map and hours worksheet |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | maps, directions, money times, schedules, timetables. | | | | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|---|---|
| Learn to Do | Functions: Asking and giving directions, Telling time, Following and giving simple directions Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Vocabulary: Fun places around town (Directions, time) |
| Learn to Be and Live in Community | Psychosocial: Showing awareness of using positive communication skills and ethical practices when having fun. Socio-cultural: Governing respectful behavior when interacting and using humor, Valuing the social interaction in community building |

Where is this place? What are its hours?

Map of Localville



Hours: Supermarket: 7AM-8PM Diner: 6AM-9PM Racetrack: 8AM-5PM
Bakery: 6AM-5PM Pizzeria: 11:30AM-9PM Movie theater: 12PM-11PM
Coffee shop 5:30AM-8PM Shopping mall: 9AM-9PM Swimming pool: 10AM-6PM
Gym: 5AM-9PM Arcade: 2PM-7PM Bank: 8:30AM-4:30PM
Library: 9PM-9PM Book store: 10AM-5PM Roller rink: 11AM-11PM

Break into pairs. You will take turns playing the “visitor” who is lost and needs directions and the “local,” who knows his/her way around Localville:

For example:

Q: Where is the movie theater?

A: On Independence Way, next to the racetrack.

Q: What are its hours? When is it open until?

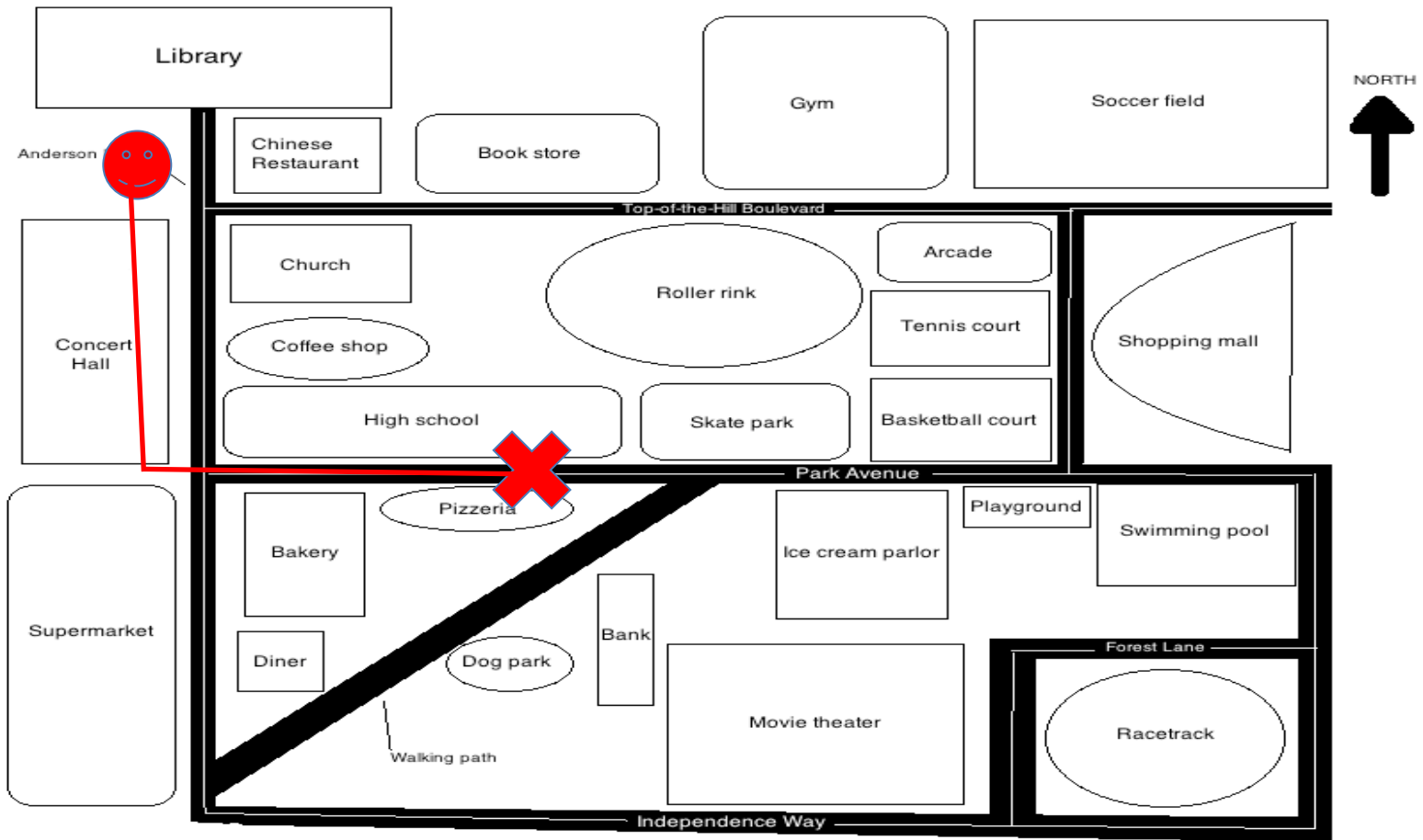
A: It is open from 12PM to 11PM.

Practice asking for and giving directions and schedules for fun places around town. You may also decide a starting point from which to begin:

For example:

Q: How do I get to the library from the skate park?

A: Turn right on Park Avenue, go till the end, turn right on Anderson Lane, and at the end you will see the library.



Subject: Spoken Interaction

Theme: Fun Places Around Town

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|----------------------|--|---|--|---|--|-----------------------------------|
| Socio-interpersonal and socio-transactional | Town of "Localville" | SI.8. use simple statements related to daily/ weekend routines. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.8. uses simple statements related to daily/ weekend routines. | People describe their weekly routine in the town of Localville. People: "Localville" residents | Students will practice talking about the order of events from day to day in their weekly routine in "Localville." | Students will explain their routines during the week and weekend in their town, using store schedules and map. | Weekly routine worksheet with map |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing habits and routines, Giving personal information, Asking and giving directions, Telling time, Following and giving simple directions Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Vocabulary: Fun places around town (Directions, time) |
| Learn to Be and Live in Community | Psychosocial: Showing awareness of using positive communication skills and ethical practices when having fun. Socio-cultural: Willingness to participate in leisure activities (hobbies, sports, reading habits), Governing respectful behavior when interacting and using humor, Valuing the social interaction in community building |

What do you do every week?

Work **individually** using the schedules and map below to craft your weekly schedule. What does your weekly routine consist of? What do you do Monday through Friday? How about on the weekend?

Monday-Friday: Library 9AM-3PM, Coffee shop 3PM-5PM, Gym 5PM-7PM, Home.

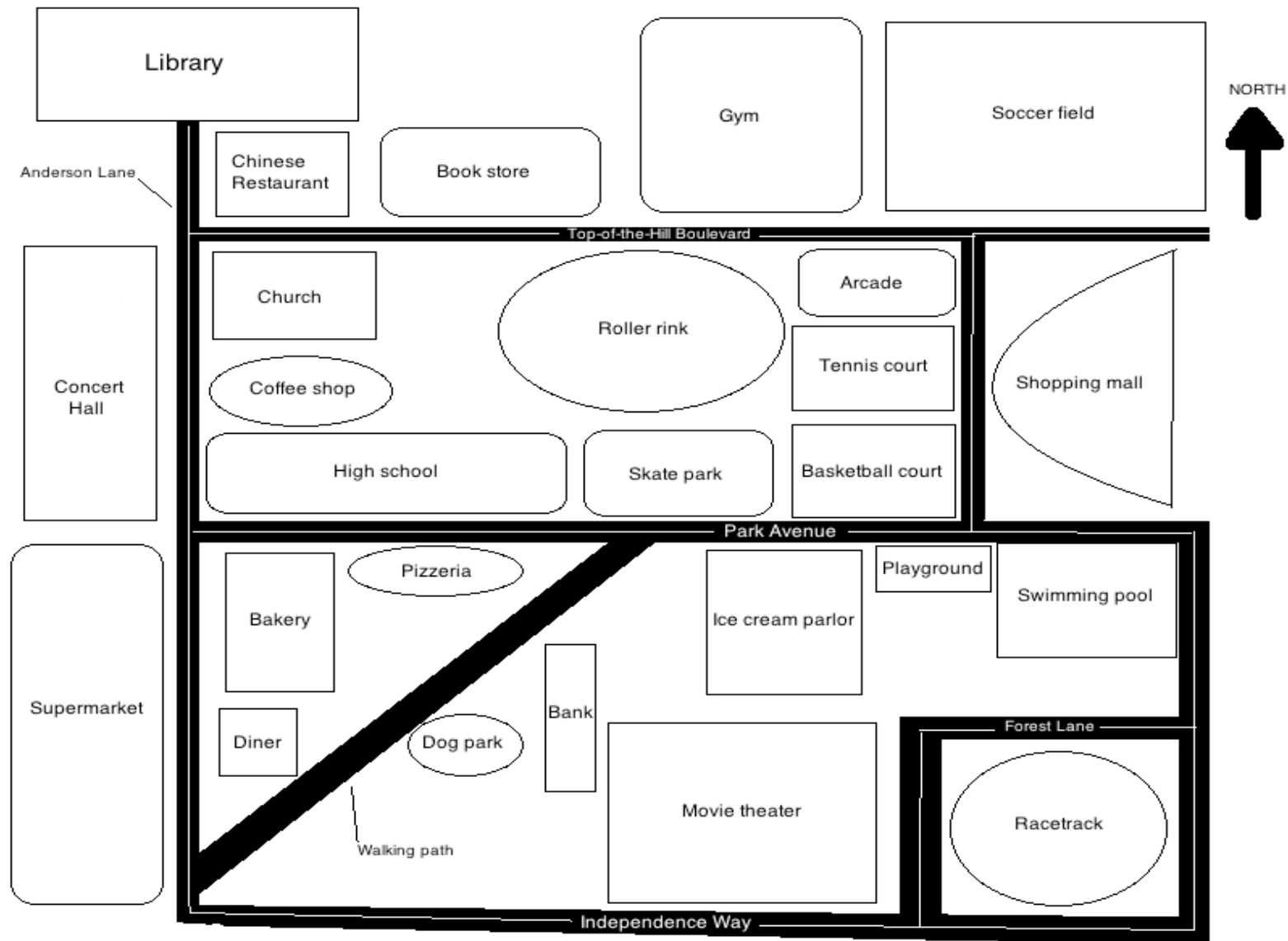
Weekends:

Now, break into **groups of three** and verbally share your weekly routines. Notice the similarities and differences.

For example: *Mondays through Fridays I work at the library from 9AM to 3PM. Then I go to the coffee shop till 5PM to read. Afterwards, I go to the gym till about 7PM. Then I go home and eat dinner. My weekend routine is different, though. On weekends I...*

Schedules:

| | | |
|------------------------|------------------------|--------------------------|
| Supermarket: 7AM-8PM | Diner: 6AM-9PM | Racetrack: 8AM-5PM |
| Bakery: 6AM-5PM | Pizzeria: 11:30AM-9PM | Movie Theater: 12PM-11PM |
| Coffee shop 5:30AM-8PM | Shopping mall: 9AM-9PM | Swimming pool: 10AM-6PM |
| Gym: 5AM-9PM | Arcade: 2PM-7PM | Bank: 8:30AM-4:30PM |
| Library: 9AM-9PM | Book store: 10AM-5PM | Roller rink: 11AM-11PM |



Subject: Spoken Interaction

Scenario: Hanging out in my community

Theme: My fun favorites

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|---------|---|---|--|---|--|----------------------|
| Socio-interpersonal and socio-transactional | School | SI.9. express a sequence of events or actions by placing them in some sort of order. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.9. expresses a sequence of events or actions by placing them in some sort of order. | Planning fun activities for best friend's birthday weekend People: Friends | This weekend is your best friend's birthday. Tell your best friend what you have planned for the weekend, including your friend's favorite activities and the times you will do them. | Students will break into pairs using "fun favorites" vocabulary to create and tell their best friend the schedule of fun events they have planned for them for their birthday weekend. | Example conversation |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: Telling time Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: possessive and personal pronouns, simple present, questions Vocabulary: My fun favorites (hobbies) |
| Learn to Be and Live in Community | Socio-cultural: Willingness to participate in leisure activities(hobbies, sports, reading habits), Valuing social interaction in community building |

Planning fun activities for best friend's birthday weekend

It is your best friend's birthday this weekend! Plan a schedule with some fun activities that your friend loves to do. Be sure to share the activities and the times you plan to do them. Then you will switch roles.

Student 1: Hey _____, this weekend I know it's your birthday, so I am planning some fun activities for us to do together.

Student 2: Oh wow! Thanks so much! Let me hear what you are planning.

Student 1: Okay, so first, on Friday night we will (activity) at time .

Student 2: Ooh, nice! Then what will do?

Student 1: Then on Saturday at time we will (activity) .

Students continue until they use 5 (five) different activities and times, then students switch roles so that each student has the chance to plan a fun birthday weekend for their best friend.

Subject: Spoken Production (Speaking)

Scenario: Hanging out in my community

Theme: My fun favorites

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|-----------|---|---|--|---|---|------------------|
| Socio-interpersonal and socio-transactional | Classroom | SP.1. use simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do, and what other people or animals can or cannot do. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.1. uses simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do, and | Planning a classroom activity People: Classmates | Students are planning an activity for the class to participate. Students take a survey to find out what hobbies are the most popular among the students in the class. | Students will walk around the classroom, taking a survey of the most popular hobbies of their classmates. They will fill in the survey worksheet and later share the results. | Survey Worksheet |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | what other people or animals can or cannot do. | | | | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing habits and routines, Giving personal information Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: possessive and personal pronouns, simple present, questions, pronouns: simple, personal, questions Vocabulary: My fun favorites (hobbies) |
| Learn to Be and Live in Community | Socio-cultural: Valuing social interaction in community building |

Let's take a survey!

You want to plan a class event, so you need to find out fellow classmates most popular hobbies. Walk around and ask each classmate their favorite hobby (see grid below). Write each student's name in the box that records their favorite pastime. Next, share your findings with your classmates.

Example:

What is your favorite hobby?

I like _____.

| | | | | |
|----------|------------|----------------|--------------------|---------------------|
| Reading | Skating | Running | Knitting | Crocheting |
| Quilting | Sailing | Fishing | Listening to music | Horseback riding |
| Dancing | Jogging | Painting | Swimming | Playing video games |
| Kayaking | Performing | Playing soccer | Singing | Bicycling |

Let's share!

What is (name) 's favorite hobby? What is the most popular hobby?

His/her favorite hobby is _____. The most popular hobby is _____.

Spoken Production (Speaking) Scenario: Hanging out in my community

Theme: My fun favorites

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|---------|---|---|--|--|---|------------------------|
| Socio-interpersonal and socio-transactional | At home | SP.3. express how they are feeling using simple, standard expressions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.3. expresses how they are feeling using simple, standard expressions. | One of your parents just doesn't understand why you spend your time doing your hobby. People: Students, parent | Explain your passion about your hobby to one of your parents justifying why it is so important to you. | Students break into pairs and talk about how they feel about their hobbies. They will need to explain to their partner why they love their hobby and why it is important to them. Then they will switch roles and share with class. | Conversation worksheet |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing habits and routines, Giving personal information Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: possessive and personal pronouns, simple present, questions, pronouns: simple, personal, questions, verb + ing: like/hate/love Vocabulary: My fun favorites (hobbies) |
| Learn to Be and Live in Community | Psychosocial: Demonstrating openness towards other interests and new experiences/ideas, Showing awareness of using positive communication skills and ethical practices when having fun. Socio-cultural: Willingness to participate in leisure activities (hobbies, sports, reading habits), Governing respectful behavior when interacting and using humor, Valuing social interaction in community building |

Explain your passion

One of your parents just don't understand: Why are you passionate about your hobby? Break into pairs; one student will play the role of parent, asking the questions (below). The other student must explain why they are passionate about their hobbies (in parentheses). Then pairs can share their answers with the class.

Example:

Q: Why do you like playing soccer?

A: I like playing on a team. I get excited when we score goals and win games.

Why don't you ever leave your room?

Why don't you ever go spend some time outside?

Why do you stay up so late?

(Reading, playing video games, knitting, crocheting, quilting, listening to music, singing)

Why do you spend so much time exercising? Isn't it exhausting?

(Bicycling, jogging, swimming, dancing, playing soccer, running, horseback riding)

Why do you sit for hours playing on your cellphone or sitting in front of the TV or computer?

(Playing video games)

What is it that attracts you to singing?

(Singing)

Why do you like playing music so much?

Why do you want to perform? Doesn't it make you nervous?

Why do you stay up so late?

(Playing music, performing)

Subject: Spoken Production

Theme: Fun Places Around Town

CEFR LEVEL: A1.2

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What will be accomplished?</i> <i>What is the purpose?</i> | Activities | Material /Texts |
|---|----------------------|--|---|--|--|---|-------------------------------|
| Socio-interpersonal and socio-transactional | Town of "Localville" | SP.5. produce some spoken texts such as role-plays, interviews, and oral presentations, recounting recent experiences and giving compliments. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.5. produces some spoken texts such as role-plays, interviews, and oral presentations, recounting recent experiences and giving compliments. | Student will tell about their weekend trip to Localville to a curious group of friends. People: Student, friends | Ls will explain their most recent weekend trip to Localville. What did they do? When? Where did they go? | Students give presentations about their weekend trip. | Weekend trip prompt questions |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Describing habits and routine Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Vocabulary: Fun places around town (directions, time) |
| Learn to Be and Live in Community | Psychosocial: Showing awareness of using positive communication skills and ethical practices when having fun. Sociocultural: Willingness to participate in leisure activities (hobbies, sports, reading habits), Governing respectful behavior when interacting and using humor, Valuing social interaction in community building |

Tell us about your fun trip to Localville!

Your friends want to know about your trip to Localville last weekend. You will present about what you did during the weekend. Prepare to talk for 3 minutes about your fun weekend trip!

Think about answering these following questions:

How was your trip last weekend to Localville?

What did you do?

Where did you go?

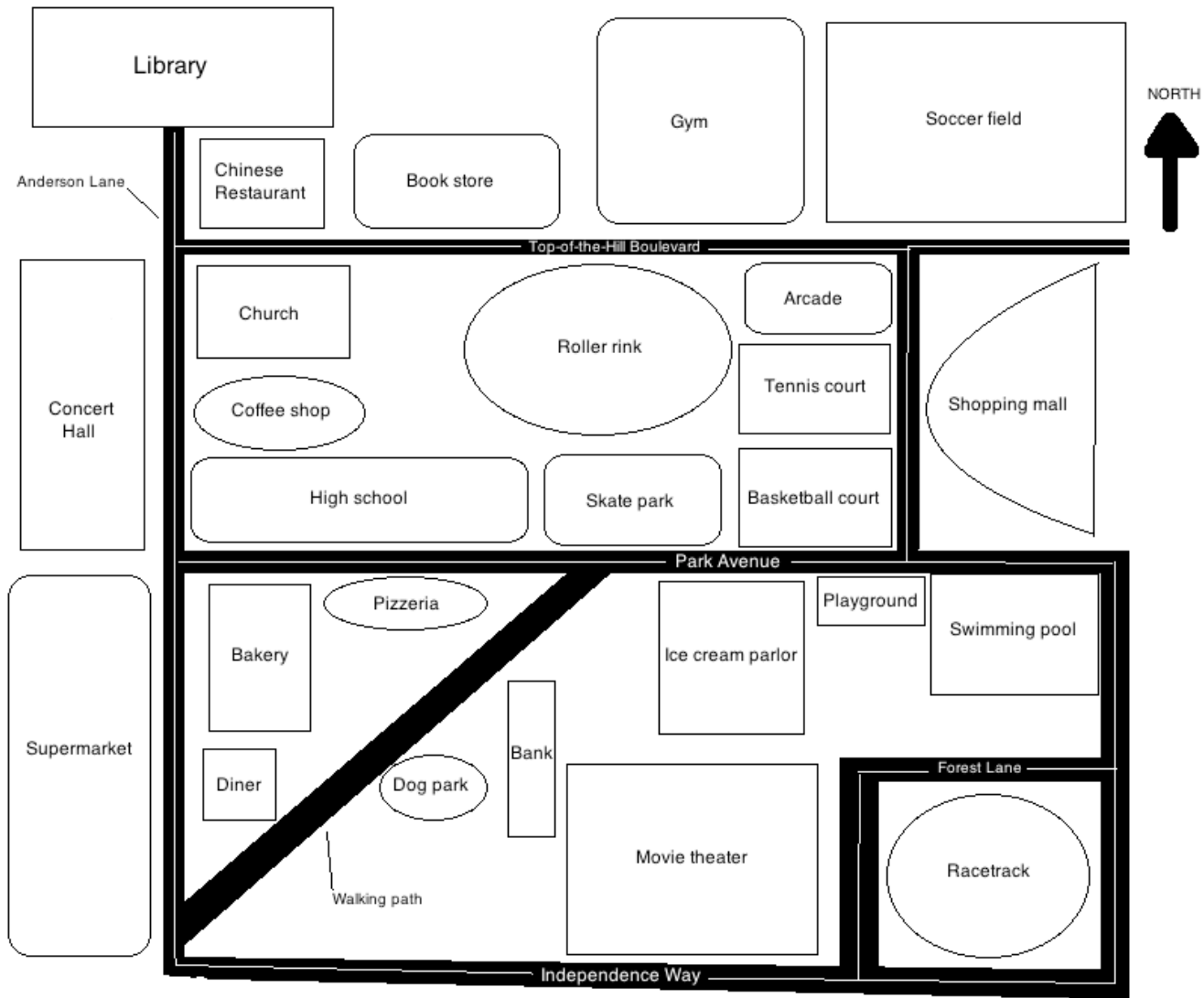
What did you like?

What didn't you like?

For example: *Last weekend, I arrived in Localville on Friday night at 6PM. I went to the Chinese restaurant and had fried rice for dinner. Then, at 8:30 I went to the movie theater to see the new Avengers film. On Saturday, I...*

Make sure to use the hours and map listed on the following page.

| | | | |
|---------------|------------------------|------------------------|--------------------------|
| Hours: | Supermarket: 7AM-8PM | Diner: 6AM-9PM | Racetrack: 8AM-5PM |
| | Bakery: 6AM-5PM | Pizzeria: 11:30AM-9PM | Movie Theater: 12PM-11PM |
| | Coffee shop 5:30AM-8PM | Shopping mall: 9AM-9PM | Swimming pool: 10AM-6PM |
| | Gym: 5AM-9PM | Arcade: 2PM-7PM | Bank: 8:30AM-4:30PM |
| | Library: 9AM-9PM | Book store: 10AM-5PM | Roller rink: 11AM-11PM |



**Tasks and Ideas for
Written Comprehension and Written Production
Seventh Grade
Term 2**

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: My fun favorites

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose?</i> <i>What will be accomplished?</i> | Activities | Material /Texts |
|---|---------|---|--|--|---|--|---|
| Socio-interpersonal and socio-transactional | At home | R.2. recognize some expressions and sentences in simple texts, if allowed to use a dictionary. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.2. recognizes some expressions and straightforward sentences in simple texts, if allowed to use a dictionary. | Reading an article about cheap and fun things to do on weekends. | It's the weekend, and you don't know what to do for fun. Read the article with ideas about cheap and fun things to do, match each picture to its description, and then choose two fun activities from the list to do. | Matching activity: Learners follow the instructions to get from one place to another. Learners use the map to give directions to other places in town, either orally or in written form. | Worksheet_ Cheap fun things to do on weekends |

Learnings

| | |
|--------------------------------------|---|
| Learn to Do | Functions : Giving directions Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar : Imperatives (+/-) Prepositions of place Vocabulary: Could you tell me how to get to the ___?, Where is the ____?, Go past..., Go across..., Take the next right turn Go right, not left., The bank is next to the ..., U turn, Across the street, In front of |
| Learn to Be and Live in Community | Psychosocial: Showing awareness of using positive communication skills Socio-cultural : Governing respectful behavior when interacting |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: Where and when is the fun?

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose? What will be accomplished?</i> | Activities | Material /Texts |
|---|---------|--|---|--|--|---|------------------------------|
| Socio-interpersonal and socio-transactional | At home | R.4. locate important information in simple text in newspapers, or magazine articles. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.4. locates important information in simple text in newspaper or magazine articles. | Finding out information about a coming event. | You and your family are visiting Hudson Valley for the first time in August. You are really interested in finding out about the events taking place at that time. You found this flyer about Family Fun Day on the city's website, and it seems worth going. Complete the information, so you can share it with your family. | Learners read the flyer and complete the information requested using single words or phrases. | Worksheet: Family Fun Day |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions : Understanding simple signs and notices</p> <p>Discourse markers: Can you say that again, please? I beg your pardon?</p> |
| Learn to Know | <p>Grammar : Questions , prepositions of time, including in/on/at</p> <p>Vocabulary: Where is the ____?</p> <p>What time is the ____?</p> <p>Free, price, all you can eat and drink, bounce houses, rock wall, reptile show, Zumba classes, live band, K9 show, paintball targets, raffle, live auction.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating openness towards other interests and new experiences/ideas.</p> <p>Sociocultural: Willingness to participate in leisure activities (hobbies, sports, reading habits).</p> |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: Where and when is the fun?

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose? What will be accomplished?</i> | Activities | Material /Texts |
|---|---------------|--|--|--|---|--|-------------------|
| Socio-interpersonal and socio-transactional | In the street | R.5. Understand the general idea, familiar names, words, very simple sentences and paragraphs in simple, short texts containing pictures when reading slowly. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.5. identifies the general idea, familiar names, words, very simple sentences and paragraphs in simple, short texts containing | Helping someone to get to a place People: officials, | Your new friend Emily is new in town. Use the map to help her understand the directions to get from the Happy Hotel to the museum, and then to Yom's for lunch. | Learners follow the instructions to get from one place to another. Learners use the map to give directions to other places in town, either orally or in written form. | Worksheet: Map |

| | | | | | | | |
|--|--|--|-------------------------------|--|--|--|--|
| | | | pictures when reading slowly. | | | | |
|--|--|--|-------------------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions : Giving directions</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar : Imperatives (+/-) Prepositions of place</p> <p>Vocabulary: Could you tell me how to get to the ___?</p> <p>Where is the_____?</p> <p>Go past...</p> <p>Go across...</p> <p>Take the next right turn</p> <p>Go right, not left.</p> <p>The bank is next to the ...</p> <p>U turn, Across the street, In front of,</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Showing awareness of using positive communication skills</p> <p>Sociocultural : Governing respectful behavior when interacting</p> |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: Where and when is the fun?

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose? What will be accomplished?</i> | Activities | Material /Texts |
|---|---------|--|---|--|---|---|--|
| Socio-interpersonal and socio-transactional | At home | R.8. read diagrams with accompanying text, and use information to answer questions given lead-in phrases. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.8. reads diagrams, with accompanying text, and uses information to answer questions if | Helping your best friend find a free space in her busy schedule | You and your friend Angela are planning to get together for some fun, but since she is always so busy, it has been really hard to find the perfect time to do it. Help your friend find some free time in her schedule. | Learners read the diagram “Angela Daily Life” and answer the questions given. Learners decide when the best time for their friend to watch a video with them would be. | Worksheet: Diagram: Angela Daily Life |

| | | | | | | | |
|--|--|--|------------------------|--|--|--|--|
| | | | given lead-in phrases. | | | | |
|--|--|--|------------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions : Understanding simple signs and notices</p> <p>Discourse markers : for example, either...or besides</p> |
| Learn to Know | <p>Grammar: Questions, prepositions of time, including in/on/at, questions, simple present, frequency adverbs.</p> <p>Vocabulary: Everyday activities</p> <p>What time does _____?</p> <p>She usually _____</p> <p>When does _____?</p> <p>At _____ On _____</p> <p>What does ____ usually ____?</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating openness towards other interests and new experiences/ideas.</p> <p>Sociocultural: Willingness to participate in leisure activities (hobbies, sports, reading habits).</p> |

Task: It's the weekend, and you don't know what to do for fun. Read the article with ideas about cheap and fun things to do, match each picture to its description, and then choose two fun activities from the list s to do.

Cheap, Fun Things to Do This Weekend

Too often when we think about "fun" things, we think of the expensive options like taking in a ballgame, going on vacation, or going to a concert. Here's a list to help free you from boredom without emptying your wallet this weekend.

1. **Pack a Picnic Lunch:** Throw a picnic lunch together and find a shady spot to enjoy the day with your loved ones.
2. **Throw a B.Y.O.E. Party:** This stands of Bring Your Own Everything. Guests are encouraged to bring food and drinks to share.
3. **Scan Your Old Photographs:** Take the weekend to go through your old photos and scan them into a digital file.
4. **Pretend you're a Tourist in Your Community:** Visit your own city's tourist attractions. Take a weekend be a tourist in your own town.
5. **Pick Strawberries or Other Fruit:** Find a "U-Pick" spot to gather some fresh strawberries, blueberries, or other fruit.
6. **Bake a Pie:** Use the freshly picked fruit to bake a homemade pie!
7. **Host a Classic Movie Marathon:** Invite friends over for a movie marathon featuring all the classics you remember from when you were growing up.
8. **Go on a Bike Ride:** Bike to a location you've never been to before.

Hopefully these ideas are enough to get you started on a fun, cheap, and rewarding weekend!

What cheap, fun things are you planning to do this weekend?

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Task: You and your family are visiting Hudson Valley for the first time in August. You are really interested in finding out about the events taking place at that time. You found this flyer about Family Fun Day on the city's website, and it seems worth going.

Complete the information below, so you can share it with your family.

1. Name of the event: _____
2. When is the event: _____
3. Where is the event? _____
4. How much are the tickets? _____
5. Your brother is 14. Does he need a ticket? _____
6. Mention three things the price of the ticket include

7. Write four activities you can do that day _____

THE N.Y.F.C.
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FAMILY FUN DAY~ 12-8PM

MAKE-A-WISH.
Hudson Valley

Includes All You Can Eat & Drink,
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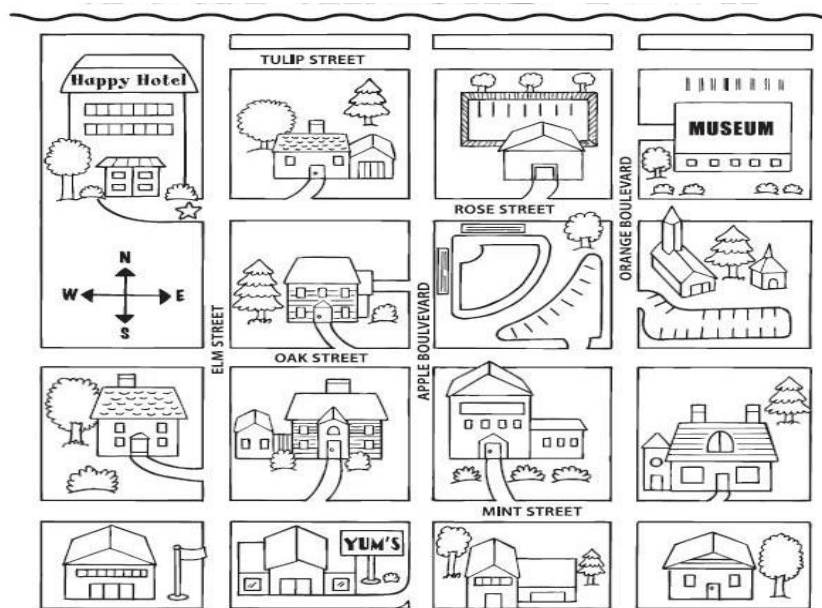
Adults: \$20.00
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Matt The Science Dude
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Kids Zumba Class
Live Bands & DJ
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K9 Show
Paintball Targets
Princess Parties
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Join us for a fun-
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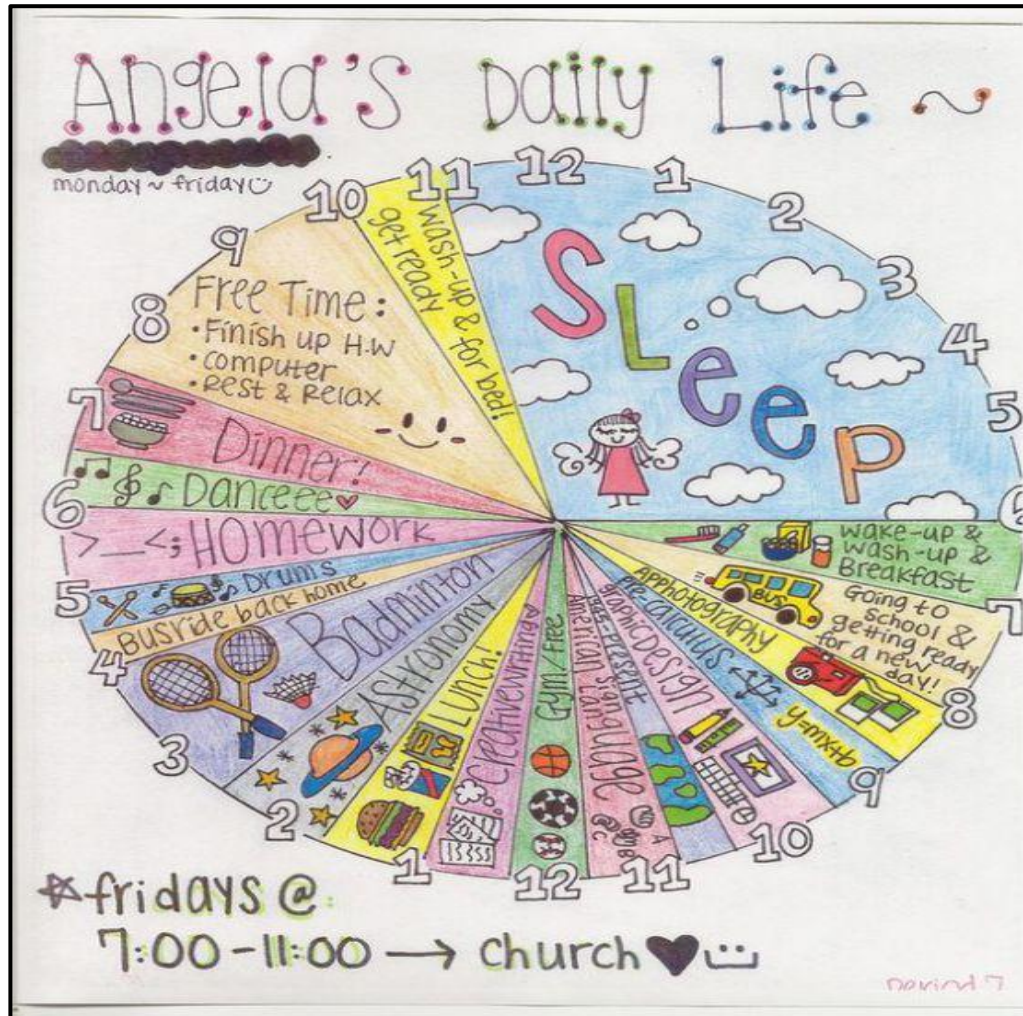
Task: Your new friend Emily is new in town. Use the map to help her understand the directions to get from the Happy Hotel to the museum, and then to Yum's for lunch.

Starting at the hotel, trace the path by walking north to Elm Street to Tulip Street. Walk two blocks to Orange Boulevard. Walk $\frac{1}{2}$ block south to the museum. Then, from the museum, walk $2\frac{1}{2}$ blocks south to Mint Street. Go 1 block west to Apple Boulevard. Go to the entrance to Yum's.



Taken from: My Vacation Activity Book by Fran Newman-D'Amico

Task: You and your friend Angela are planning to get together to watch a movie, but since she is always so busy, it has been really hard to find the perfect time to do it. Help your friend free time in her schedule.



1. What does she usually do at 7:00 p.m.? _____
2. When does she go to church? _____
3. What time does she play the drums? _____
4. What time does she go to school? _____
5. What time does she go back home? _____
6. What does she usually do at 6:00 p.m.? _____
7. What time does she have some free time? _____

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: Fun Favorites

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose? What will be accomplished?</i> | Activities | Material /Texts |
|---------------------|---------|--|--|--|--|--|--|
| Socio-interpersonal | At home | W.3. write simple information about hobbies and fun activities and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.3. writes simple information about hobbies and fun activities and check written sentences to look for mistakes (e.g., subject-verb agreement, | Writing a poster about your favorite hobby. | As one of the activities for the school fair, there is the “Favorite Hobby Poster Competition.” The funniest and most original poster will get a prize. You’re one of the participants. Create your own poster. | Learners think of their favorite hobby and design a poster. Posters are displayed on the wall, and a group of judges choose the funniest and most original one. The winner gets a prize (candy, chocolate.) | Pictures from magazines and newspapers. Scissors, tape, glue, markers, pencil. Newsprint paper |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | capitalization, spelling, basic punctuation etc.). | | | | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|---|--|
| Learn to Do | Functions : Describing hobbies and free time activities Discourse markers: and, but, because, Hello! Sorry, and so |
| Learn to Know | Grammar: Simple present, Verb + ing: like/hate/love Vocabulary: Hobbies and fun activities |
| Learn to Be and Live in Community | Psychosocial: Demonstrating openness towards other interests and new experiences/ideas. Socio-cultural: Willingness to participate in leisure activities (hobbies, sports, reading habits). |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Hanging Out in my Community

Theme: Fun places around town

CEFR LEVEL: A1.1

Unit: 2

Trimester: 2

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task <i>What is the purpose? What will be accomplished?</i> | Activities | Material /Texts |
|---|--------------|---|--|--|--|--|---|
| Socio-interpersonal and socio-transactional | At the house | W.4. describe places around town and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.4. describes places around town and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, | Suggesting things your cousin, who you haven't seen for a long time, might do during his visit your cousin, while in town. | A cousin whom you haven't seen for a long time is coming to your house. He wants to know what he might do to have some fun while he's in town. Write an email to him suggesting things he might do during his visit. | Learners brainstorm all the possible fun places and activities their cousin could visit while in town. Learners write a short email to their cousin. Some volunteers read their email to their classmates. | Worksheet: Email_ My cousin is coming to town. |

| | | | | | | | |
|--|--|--|------------------------------------|--|--|--|--|
| | | | spelling, basic punctuation etc.). | | | | |
|--|--|--|------------------------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions : Describing fun places around town</p> <p>Discourse markers: in the first place, in the second place, First, then , and</p> |
| Learn to Know | <p>Grammar: There is/are...., simple present, Verb + ing: like/hate/love</p> <p>What is there to do around town?</p> <p>What are cool things to do while I am here?</p> <p>What are some places we can't miss?</p> <p>Vocabulary: Fun places around town.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating openness towards other's interests and new experiences/ideas.</p> <p>Sociocultural: Willingness to participate in leisure activities (hobbies, sports, reading habits).</p> |

Task: A cousin, whom you haven't seen for a long time, is coming to your house. He wants to know what he might do to have some fun while he's in town. Write an email to him telling him things he can do during his visit.



Subject: _____

Arial 12

B *I* U

Hey! My parents and I are going to visit your family this coming weekend. I'm so happy 'cause we haven't seen each since we were little kids.

I've never been in your town, so tell me, what is there to do around? What are some of the places I shouldn't miss to visit? What are cool things to do while I am there?

Hope you answer back soon,
Jorge

Send Attach Save Draft Spelling Cancel

To: jorge.guzca@gmail.com Show BCC

Cc:

Subject: Places you must visit!!! Plain Text

Arial 12 B I U T P ☺ 🌐 - ☰ ☷

Hey Jorge,

I'm psyched you're coming!!!

There are many fun places and activities we could do together while you're here. _____

**Tasks and Ideas for
Oral Comprehension and Oral Production
Seventh Grade
Term 3**

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In the World

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) When/ where will this occur in real life? | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------------------------------------|--|--|--|---|---|--|
| Socio-interpersonal and transactional | Receiving phone calls from strangers. | L.1. identify the sound of most letters heard in context. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.1. identifies the sound of most letters heard in context. | This would occur in real life when receiving a call from an unknown individual. People: Strangers learners | You are at home and receive a call from a stranger who wants to talk to your Dad. Ask him to leave a message. | Ls asks the stranger to spell his/her name. Ls asks the stranger to tell his/her phone number. Ls Write the message then repeat the message to the stranger. Ls tell the stranger they will deliver the message. | The materials for this activity are the provided sheet and a blank sheet for each student so they can follow along with the names and other information. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for repetition and clarification.</p> <p>Discourse markers: Hello, Well, Well, Thank you- Goodbye , ...will call you back later</p> |
| Learn to Know | <p>Grammar: Simple present, Simple past, Present progressive</p> |
| Learn to Be and Live in Community | <p>Psycho-social: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Idioms: in step</p> |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my community

CEFR LEVEL: A2.2

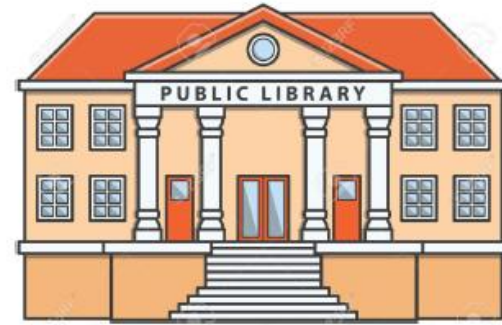
Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------|--|---|--|---|--|--|
| Socio-interpersonal and transactional | At the city | L.2. understands some colloquial expressions related to the classroom. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.2. identifies some colloquial expressions related to the classroom. | Visiting a new town. People: Local and visitor. | Ask for directions and put those directions into practice by finding their desired destination. | This activity will require two students one to read the provided map and another to ask for directions to their specific point. With the provided map, students will pick from a list of locations as starting points. Using that starting point they will ask for directions for another point on the map. The directions should be given in either blocks or meters. | The materials needed for this activity will be the provided map and two students along with a list of the locations on the map. Places on Map: Bank Cafe Hospital City Hall Library Market Park Restaurant School |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Asking for and giving information about tourism, telling people the time, day and/or date and for repetition and clarification.</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Prepositions of place</p> <p>Prepositions of time, including in/on/at</p> <p>Vocabulary Places in my community.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: There is more power in unity than division. ~Emanuel Cleaver</p> |

Map Activity Worksheet



Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Costa Rica

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|---|--|---|--|--|--|
| Socio-interpersonal and Transactional | Watch a short video about travel in Costa Rica and some of the major cultural events and attractions this country has to offer. | L.3. recognize familiar words and very basic phrases concerning local tourism, sports, and holidays when people speak slowly, clearly and with significant pauses. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.3. recognizes familiar words and basic phrases. | This would occur in real life when looking at travel videos. This video would be about their country and what it has to offer. People: Students and the provided video. | Students will watch the short, one-minute video and write down the words and phrases that are related to local tourism in Costa Rica. It could be about the food, symbols, or customs mentioned in the video. The purpose of this video is to see local vocabulary put in context when being presented to a tourist. | Students will watch the video provided and write down the phrases and words they recognize. Once they've watched the video multiple times, check with them to see what they were able to understand from the video using the provided questions. | Video Provided A sheet of paper per student to write down what they heard and understood. The comprehension questions are provided, too. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing what people are doing, sports, touristic places and holidays in Costa Rica.</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Simple present, Simple past, Present progressive, Adjectives: common and demonstrative ,Adverbs of frequency</p> <p>Vocabulary: Independence, Annexation, Pilgrimage, Feast, National, Country, Culture/cultural, Icon, History/historical, Heritage, Observe/observing Patriotism, Pride, Anticipation, Reverence, Presentation, Portrayal, Role play, Folklore, Folk Dance, Sports, Tourism, Holidays , Celebrations.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing their ideas.</p> <p>Idioms: paint the town red, life of the party, variety is the spice of life</p> |

Costa Rica Comprehension Questions

1. What is the Costa Rican symbol of labor?
2. When was the national theater built?
3. What are local fairs called in Costa Rica?
4. What three Costa Rican foods were shown in the videos?
5. What cultural expressions can only be seen in Costa Rica?

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my community

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|--|--|---|--|---|
| Socio-interpersonal and transactional | Asking a local for directions on how to get to the bus stop. | L.4. recognize the names of different sports and accompanying equipment. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.4. recognizes the names of different sports and their accompanying equipment. | Physical education class. People: Gym teacher and students. | Review a series of sports which are played in Costa Rica. | Students will review the vocabulary of several sports (soccer, tennis, basketball, hockey, etc...). They will then listen to sentences using the various words they reviewed and then match a sentence with its respective sport. An example list of words and sentences has been provided as a reference. | Sport vocabulary sheet (for reference instructors can make their own if they wish). Have students write down the answers to the sentence portion on a sheet of paper. |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: Describing what people are doing, sports, touristic places and holidays in Costa Rica. Discourse markers: Asking for clarification (Can you repeat please...?) |
| Learn to Know | Grammar: Prepositions of time, including in/on/at, There is/are, Present continuous Vocabulary: Sports in my community |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification. Proverbs: I've come to realize that even just being alive, being able to breathe, is something grand and something to be celebrated daily. ~ Anonymous |

Sport Identification Activity Teacher Sheet

Vocabulary List For Various Sports Examples

- 1.Soccer: Cleats, Soccer Ball, Whistle, Shinguard, Goalkeeper Gloves, Pitch/Soccer Field
- 2.Tennis: Net, Racket, Umpire, Tennis Ball, Ball boy/ Ball girl, Tennis Court, Line Judge, Match
- 3.Basketball: Basketball Court, Basketball, Net, Three-Pointer, Two-Pointer, Scoreboard, Dribble, Team, Dunk, Game
- 4.Hockey: Hockey Puck, Net, Stick, Rink, Team, Game

Vocabulary Identification Examples

1. The line judge asked the ball boy to pickup after the match. **Tennis**
2. The team lost the game after they failed the three pointer. **Basketball**
3. Billy forgot the puck at his house and had to run back and get it while everyone waited at the rink. **Hockey**
4. The team had to stop when they heard the referees whistle, he had to stop the game because someone wasn't wearing shinguards. **Soccer**
5. She swung her racket with so much force that the ball got stuck in the net. **Tennis**
6. Frank got a new stick after his old one broke when practicing at the rink. **Hockey**

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------|---|---|--|--|---|--|
| Socio-interpersonal and transactional | Classroom | L.5. understand simple classroom instructions, when expressed slowly and clearly, possibly with accompanying gestures and pictures. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.5. recognizes simple classroom instructions. | Students would use this in class as a means of reviewing commands. People: The students | Students will role-play being a teacher and give simple instructions to students to check their comprehension. | One student will assume the role of the teacher and run through the list of instructions below to check and see if the students understand what they are being asked to do. The comprehension check will be done by the students moving and following along. Instructions 1. Sit down 2. Open your book 3. Come in 4. Close your book 5. Point to the _____. 6. Pick up your pen 7. Stand up 8. Raise your hand 9. Knock on the door | One student will need to play the teacher and the other will follow along to their instructions. Getting them to move and react to the instructions is the key here. |

Learnings

| | |
|-----------------------------------|--|
| Learn to Do | Functions: Following and giving simple instructions and giving directions Discourse markers: |
| Learn to Know | Grammar Modals: can/can't/could/couldn't, Simple present, Prepositions of place, Prepositions of time, including in/on/at Vocabulary Classroom vocabulary |
| Learn to Be and Live in Community | Psychosocial Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural Willingness to cooperate, Work with classmates, coach each other, questioning, and helping for clarification. |

Class Rules

1. Listen when others are talking.

2. Follow directions.

3. Keep hands, feet, and objects to yourself.

4. Work quietly and do not disturb others.

5. Show respect for school and personal property.

6. Work and play in a safe manner.

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Costa Rica

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|--|---|--|--|--|--|
| Socio-interpersonal and transactional | The setting for this activity will be a classroom. Since students have been exposed to this it should be review, and also a way to model ways to discuss their culture. | L.6. understand simple information about local tourism, sports, holidays, celebrations. The speaker speaks slowly and clearly, possibly with accompanying gestures. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.6. recognizes simple information about tourism, holidays and celebrations. | Students will use this when reviewing local history and applying the vocabulary in context when explaining their culture to foreigners. People: Students and teachers. | The purpose of this activity is to recognize dates and historical events in context. | The instructor will read the provided text multiple times so that students will be able to answer the provided comprehension question worksheet. | Text that will be read by teacher. Comprehension questions, worksheet. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions Describing what people are doing, Sports, Touristic places and holidays in Costa Rica, Describing celebrations in Latin America and around the world.</p> <p>Discourse markers Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Simple present Simple past Present progressive Adjectives: Common and demonstrative Adverbs of frequency Comparatives and superlatives Vocabulary: Pilgrimage, Feast, National, Country, Culture/cultural, Icon, History/historical, Heritage, Observe/observing, Patriotism, Pride, Anticipation, Reverence, Presentation, Portrayal, Role play, Folklore, Folk Dance, Sports, tourism, holidays , celebrations</p> |
| Learn to Be and Live in Community | <p>Psychosocial Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural Demonstrating a respectful inquiring attitude when contributing with ideas. Proverbs none Idioms: Cook up a storm, Life of the party, Variety is the spice of life.</p> |

Independence Day Comprehension Questions

1. What day is independence day celebrated in Costa Rica?
2. What year was the first independence day celebrated?
3. Who was the first elected chief of state?
4. What three activities mark this national holiday?
5. When do independence day activities begin in Costa Rica?
6. What object notified Costa Rican's of their independence?
7. What are "faroles"?

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my community

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------------|---|--|--|---|---|---|
| Socio-interpersonal and transactional | Voice mailbox | L.7. recognize words, names, numbers prices, and time, previously learned when heard in a short, simple recording delivered at a slow pace. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.7. recognizes words, names, numbers prices, and time, previously learned when heard in a short, simple recording delivered at a slow pace. | Students write down information for their appointments and calendar. People: Just the listener. | Ls listen for who called, why they called, and the phone number they leave. Ls will have to write down the three key things from the three messages provided. | Using the audio provided have your students listen for who called, why they called, and the phone number they left in each message. Have them write down the information on a sheet of paper and check back with them after you've played the audio multiple times to see if they were able to understand the messages. | Audio Messages will be the main resource for the activity. Students will just use a sheet of paper to write down their answers. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving information about tourism, telling people the time, day and/or date and for repetition and clarification.</p> <p>Discourse markers Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar Prepositions of time, including in/on/at, Pronouns: simple, personal</p> <p>Vocabulary The vocabulary is more scheduled based.</p> <p>Phonology none</p> |
| Learn to Be and Live in Community | <p>Psychosocial Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural Willingness to cooperate, work with classmates, coaching each other, question each other, and ask for clarification.</p> <p>Proverbs: None</p> <p>Idioms in step, a world of difference</p> |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my community

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------|--|--|--|---|--|--|
| Socio-interpersonal and transactional | Class time. | L.8. understands the main points in short, simple stories, audio announcements , messages and reports when there is some previous understanding of the topic and when if it is told (recited) slowly and clearly. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.8. distinguishes the main points in short, simple stories, audio announcements , messages and reports when there is some previous | A classroom, or when exposed to a film or story with a moral message. People: Student and teacher. | Pay attention to the plot and moral of the story. The text provides a lesson about hard work and caring for others. | Students will follow along with the short text and write down the answers to the text-based questions. It would be best to read the text twice or three times to have them pay attention to the moral message of the text. | Provided text and comprehension questions. The comprehension questions can either be printed out or written on the board for students to write down like before. |

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| | | | understanding of the topic. | | | | |
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| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions none Discourse markers none |
| Learn to Know | Grammar Modals: can/can't/could/couldn't, Past simple of "to be", There is/are Vocabulary none |
| Learn to Be and Live in Community | Psychosocial Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement. Socio-cultural Willingness to cooperate, working with classmates, coaching each other, questioning, and helping for clarification. Proverbs a world of difference |

Subject: Oral Comprehension (Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|---|---|---|---|---|---|
| Socio-interpersonal and transactional | A classroom presentation given in English about a Latin American country. | L.9. understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.9. distinguishes the most important points in a straightforward talk or presentation accompanied with drawings | Be in a classroom receiving a class on a Latin American country. People: The students and an instructor giving the class. | Students will listen to key points and information given during a presentation. The presentation should have images and diagrams that requires students to pay close attention to the details and explanations that go along with that image. | Students will follow along with the presentation as it is narrated by the instructor. A comprehension worksheet will be provided that can either be printed or the questions can be written on the board so that the students answer them on the board. | The Latin America presentation that is included in the unit. Comprehension question sheet. |

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| | | | and/or diagrams. | | | | |
|--|--|--|------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: Understanding text and material related to Costa Rica and Latin American culture. Discourse markers Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: Modals: can/can't/could/couldn't, Past simple of "to be", Simple present, Simple past, Prepositions of place, Prepositions of time, including in/on/at Vocabulary: Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, nationalism, ethnicity, sports, tourism, holidays, celebrations Reenactment, Demonstration, Homage |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing ideas. Proverbs : none Idioms : none |

Latin America Presentation Comprehension Check Worksheet

1. What are the three largest groups in Latin America?
2. When did Europeans begin colonizing the Americas?
3. What are “mestizos”?
4. Where do many africans that were brought to Latin America live?
5. What is the main religion in Latin America?
6. What kind of system does Latin America have and why is it problematic?

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my Costa Rica

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|--|---|---|---|---|
| Socio-interpersonal and transactional | Looking over information for vacation information in Guanacaste. | L.10. extract important information from audio texts (e.g., announcements, sports scores, weather forecasts, attractions), when the message is delivered clearly. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.10. extracts important information from audio texts, when the message is delivered clearly. | Looking up weather information for their trip to the beach during their school breaks with their family. People: The students. | Students will watch the provided video and take notes of the important weather information that is mentioned in the video. This is important because if they don't know what time of the year they should arrive. | Students will watch the video provided multiple times and answer the provided comprehension questions. Each question is relatively easy and can be answered by paying attention to the video. | The provided weather video. The comprehension questions that are also provided. You can either write the questions down on the board and have your students write down their answers on a sheet or paper or print out the questions and have your students write their answers on their sheets?? there. |

Learnings

| | |
|-----------------------------------|--|
| Learn to Do | Functions: Asking for and giving information about tourism , telling people the time, day and/or date and for repetition and clarification. Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: Prepositions of place Prepositions of time, including in/on/at Present continuous Vocabulary : Weather related vocabulary Phonology none |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Demonstrating a respectful, inquiring attitude when contributing with ideas Proverbs : none Idioms : none |

The weather in Guanacaste comprehension questions

1. What is the most common question Randy is asked?
2. What part of the coast is Guanacaste located in?
3. What word is used to describe the weather in Guanacaste by Randy?
4. How many sunny days a year does Guanacaste have?
5. When does the rainy season take place in Guanacaste?
6. What is the only month of the year that has day long rain?

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A2.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation | AOA Task | Activities | Material /Texts |
|---------------------------------------|------------------------------------|---|--|--|--|---|--|
| Socio-interpersonal and transactional | Review videos and different texts. | L.11. interpret basic information from a variety of sources of topics relate to local tourism, sports, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... L.11. interprets basic information from a variety of sources of topics relate to local tourism, sports, | Putting together a presentation or gathering data for a project. People: Students | Ls gather information and present it in a structured format to create a project to be used in their communities. | Students would be assigned a random topic from the goal and will be tasked with gathering information to present to the class. When a student presents, the other students should take notes of the main (key) info from each presentation. This activity is very similar to the Latin America presentation activity. | Students would have to gather their own information for this activity and prepare their own presentations. |

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| | | | holidays and celebrations. | | | | |
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Learnings

| | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Following and giving simple instructions and giving directions about holidays and celebrations in Costa Rica.</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Simple present Simple past Present progressive</p> <p>Adjectives: common and demonstrative</p> <p>Adverbs of frequency</p> <p>Comparatives and superlatives</p> <p>Going to</p> <p>Vocabulary: Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, Nationalism, Ethnicity, sports, tourism, holidays, celebrations Reenactment, Demonstration, Homage</p> <p>Phonology none</p> |
| Learn to Be and Live in Community | <p>Psychosocial Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement.</p> <p>Socio-cultural Willingness to cooperate, working with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs paint the town red, life of the party, variety is the spice of life.</p> <p>Idioms none</p> |

**Subject: Oral Comprehension(Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time... In ..My Community

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------|---|---|---|---|--|-----------------|
| Socio-interpersonal and transactional | Bus Station | SI.1. Use common, familiar everyday expressions to meet specific practical needs such as buying in shops | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.1. uses common, familiar everyday expressions to meet specific practical needs such as buying in shops. | Buying a bus ticket at the bus station to travel to a specific place learners want to visit to People: Traveler, clerk | You are at the bus station. You want to go to a specific place in your city to have some fun with a friend or cousin who is visiting you. You approach the ticket window to ask information about the place you want to go. . | Learners brainstorm at least five different locations in their cities where they can go to and have some fun. Learners create a bus schedule using the bus schedule template by filling the template with the departure time, distance and the ticket price. Learners use common questions such as: What time..., When..., Which gate...?, How much...? in their conversation in order to, asking about specific information | Bus Schedule |

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| | | | | | | <p>needed to get to the destination.</p> <p>Learners work in pairs. One learner is the clerk and the other is the traveler.</p> <p>Learners engage in mini conversation to ask and give information</p> | |
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| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Asking for and giving information about tourism, telling people the time, day, and/or date and for repetition and clarification.</p> <p>Discourse markers: Let me see, Can you repeat please?</p> |
| Learn to Know | <p>Grammar: Wh-Questions.</p> <p>Vocabulary: Time, Numbers, Outdoor Activities (canopying, swimming, bicycling, fishing, trekking)</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: I've come to realize that even just being alive, being able to breathe is something grand and something to be celebrated daily.</p> <p>Idioms: In step, life of the party</p> |

Bus Schedule

| Destination | Departure Time | Arrival Time | Fare |
|--------------------|-----------------------|---------------------|-------------|
| | 9:15 a.m | 4:30 p.m | |
| | 11:00 a.m | 1:45 p.m | |
| | 8:30 a.m | 5:10 p.m. | |
| | 10:40 a.m. | 9:35 p.m. | |

Bus Schedule

| Destination | Departure Time | Arrival Time | Fare |
|--------------------|-----------------------|---------------------|-------------|
| | 9:15 a.m | 4:30 p.m | |
| | 11:00 a.m | 1:45 p.m | |
| | 8:30 a.m | 5:10 p.m. | |
| | 10:40 a.m. | 9:35 p.m. | |

Bus Schedule

| Destination | Departure Time | Arrival Time | Fare |
|--------------------|-----------------------|---------------------|-------------|
| | 9:15 a.m | 4:30 p.m | |
| | 11:00 a.m | 1:45 p.m | |
| : | 8:30 a.m | 5:10 p.m. | |
| | 10:40 a.m. | 9:35 p.m. | |

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: (2) Enjoying Spare Time in Costa Rica

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--------------------------------|--|--|---|--|--|-----------------|
| Socio-interpersonal and transactional | At the Independence Day Parade | SI.2. Exchange information with others, when s/he speaks slowly, clearly and is prepared to help by repeating, simplifying, or reformulating information. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.2. exchanges information with others when s/he speaks slowly, clearly and is prepared to help. | Describing a celebration the moment it's taking place People: Friends, Tourist | You and your friend are at the Independence Day Parade. A tourist approaches you and your friend. S/he wants to know what is going on. You and your friend help the tourist by explaining to him or her what the celebration is about and what people do during Independence Day in Costa Rica. Tourist asks for repetition and clarification in order to clearly understand what the two friends are telling him/her. | Learners work in groups of three people. Learners list different activities that are held during Independence Day. Learners brainstorm the different information that a tourist might like to know about our customs/traditions during Independence Day by listing the different questions the tourist might ask. Learners engage in a mini-dialogue to | |

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| | | | | | | incorporate the information listed and brainstormed previously in a conversation. | |
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| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebration in Costa Rica. Asking for repetition and clarification</p> <p>Discourse Markers: Can you repeat please? What is X? Did you say...? Can you say that again, please?</p> |
| Learn to Know | <p>Grammar : Simple Present, Information Questions, There is/are, Present Continuous</p> <p>Vocabulary: independence, national, celebration, parade, folk dance, folklore, celebration, country, historical, patriotism, band</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: Patriotism is not a short and frenzied outburst of emotion but the tranquil and steady dedication of a lifetime.</p> <p>Idioms: best of both worlds, A world of difference, Live and let live</p> |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (3) Enjoying Spare Time in Latin America

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|---|---|---|--|---|------------------|
| Socio-interpersonal and transactional | Phone Conversation/Video Call/Audio Messaging | SI.3. Express a sequence of events or actions in some sort of order. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.3. express a sequence of events or actions in some sort of order. | Uploading a video on YouTube or Facebook, describing my favorite holiday/celebration in Costa Rica. People: Friends, Tourist | You are talking with a friend over the phone or facetimeing with your friend. S/he is from Mexico. You are talking with your friend because you haven't talked to him/her in a while. At the moment you are calling, your friend is preparing for El Dia de los Muertos celebration. You don't know about the celebration, so you ask questions about it to your friend. Your friend is going to answer your questions related to the El Día de los Muertos celebration. | In pairs, learners brainstorm information about El Dia de Los Muertos. Learners google more information about El Dia de los Muertos by using their phones. If possible, learners can use laptops or go to the high school lab to google information. Learners think of different questions they can ask about the Mexican celebration. Learners also think of the possible answers for each question. Learners simulate a phone conversation. | Mobile Computers |

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| | | | | | | <p>Also, learners can use Skype to talk to each other. Students sit far apart from each other during this activity. Learners can also audio message with each other by using WhatsApp or Facebook Messenger.</p> <p>Learners act out their conversation in front of the class.</p> | |
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| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions : Following and giving simple instructions and giving directions about holidays and celebrations in Costa Rica. Describing celebrations in Costa Rica. Discourse Markers: Let me see</p> |
| Learn to Know | <p>Grammar : Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions. Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical</p> |
| Learn to Be and Live in Community | <p>Psychosocial : Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement Socio-cultural: Willingness to cooperate, working with classmates, coaching each other, questioning, and helping for clarification. Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. ~Julie Bishop Idioms: A world of difference, Paint the town red, life of the party, best of both worlds,</p> |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (2) Enjoying Spare Time in Costa Rica

CEFR LEVEL: A2.1

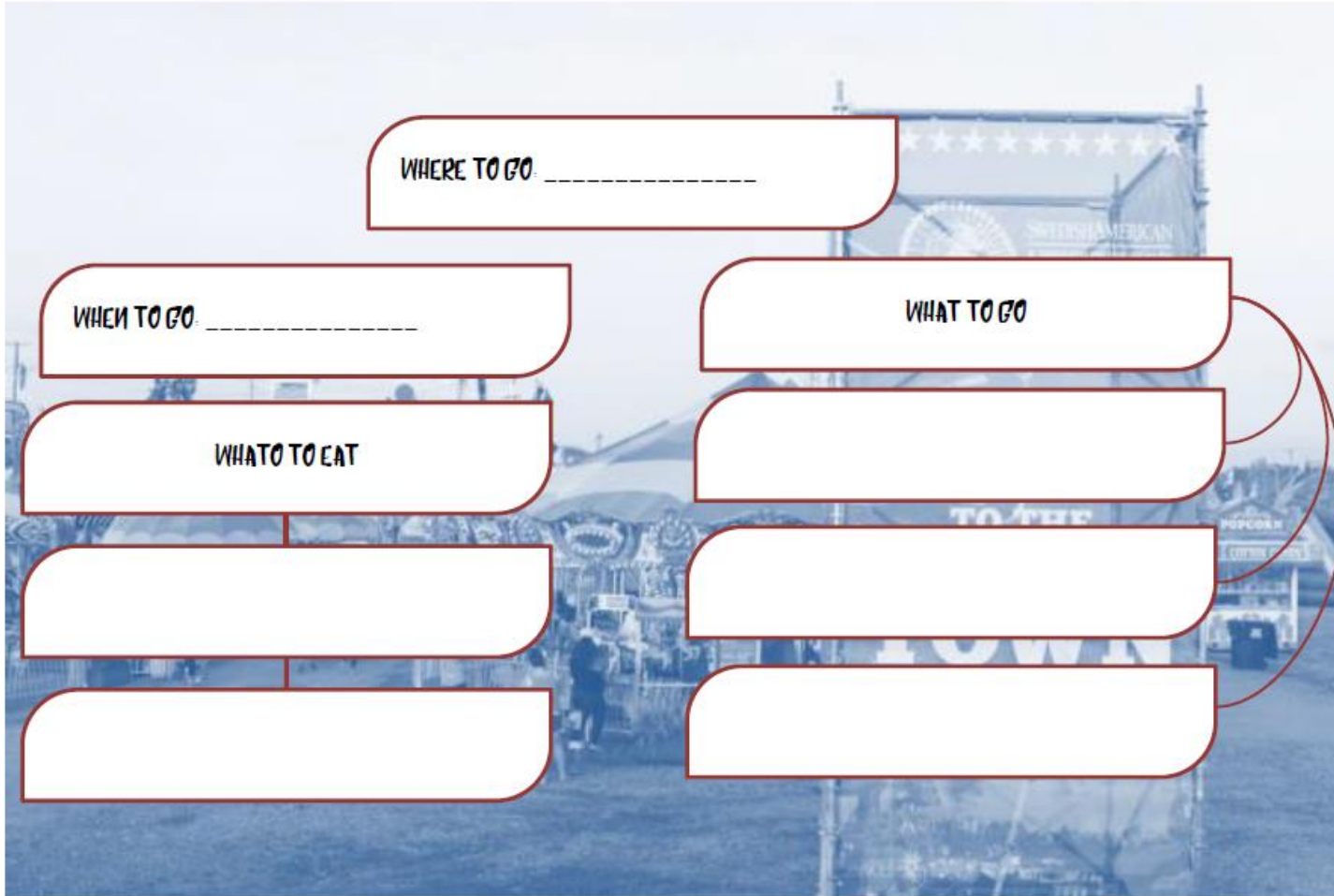
Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------|---|---|---|--|--|------------------|
| Socio-interpersonal and transactional | At school | SI.4. Handle numbers, quantities and qualities of things, simple directions and the concept of time and money. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.4. handles numbers, quantities, and qualities of things, simple directions and the concept of time and money. | Planning a pilgrimage to Cartago as part of La Virgen de Los Angeles celebration. People: Friends, Tourist | You and two friends (classmates) are thinking of going on a pilgrimage to Cartago as part of La Virgen de Los Angeles Celebration. You are going to plan your trip to Cartago. You are going to talk about: what you would need to go to Cartago, how much/many, how much money you would need, why you would need that amount of money, what time you would need to leave, what time you are planning to get there, etc. | Learners brainstorm the different items they would need to pilgrimage to Cartago. Learners use the vocabulary they previously brainstormed and classify it into different lists (food, clothing, transportation, etc.). Learners make decisions by answering the questions included in the situations. Using a Costa Rica's map, learners also try to choose the best | Costa Rica's Map |

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| | | | | | <p>You are going to make a decision based on each inquiry.</p> | <p>route for them to take to get to Cartago faster and safer from their current location.</p> <p>Learners prepare a speech about their trip and the decision they made. They present their plans to the class in a Show-n-Tell.</p> | |
|--|--|--|--|--|--|---|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Following and giving simple instructions and giving directions about holidays and celebrations in Costa Rica.</p> <p>Discourse Markers: Let me see</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place.</p> <p>Vocabulary: pilgrimage, folklore, religion, religious, holiday, tradition, celebration, reverence</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: Even if a unity of faith is not possible, a unity of love is. ~ Hans Urs von Balthasar</p> <p>Idioms: A world of difference, best of both worlds, cook up a storm</p> |

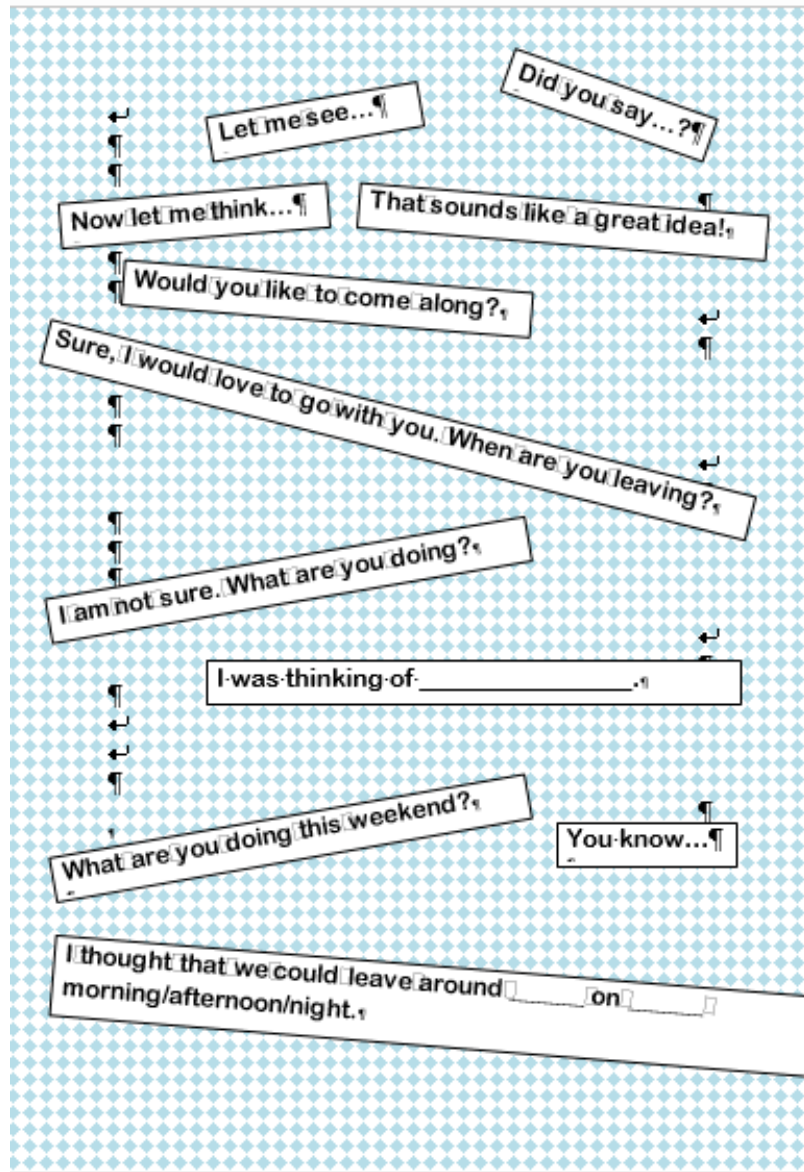


WHERE TO GO _____

WHEN TO GO _____

WHAT TO GO

WHAT TO EAT



**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (3) Enjoying Spare Time in Latin America

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|--|--|---|---|--|------------------|
| Socio-interpersonal and transactional | Travelling abroad: Mexico. At a coffee shop. | SI.5. makes simple comparisons between persons, objects and daily activities. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.5. makes simple comparisons between persons, objects and daily activities. | When/ where will this occur in real life? Talking about the similarities and differences of a celebration/holiday with a friend in a foreign country. People: Friends, Tourist | You are visiting Mexico. It's the sixth of January. People are celebrating the Three Wise Men's Day, or Epiphany. You are at a coffee shop talking with your Mexican friend. Both are going to compare the similarities and differences in the way people in both countries celebrate Epiphany (Costa Rica and Mexico). | In pairs, learners brainstorm information about Epiphany (Three Wise Men's Day). Learners google more information about Epiphany by using their phones. If possible, learners can use laptops or go to the high school lab to google information. Learners list the differences and similarities in a chart. They list the different activities and traditions that people have in their respective countries. | Mobile Computers |

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| | | | | | | <p>Learners come up with different statements stating comparisons on how different they celebrate Epiphany in their corresponding country.</p> <p>Learners also think of the possible questions and answers in a dialogue form.</p> <p>Learners simulate being at a coffee shop.</p> <p>Learners perform their conversation in front of the class.</p> | |
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| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Following and giving simple instructions and giving directions about holidays and celebrations in another country. Describing celebrations in a foreign country.</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions.</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage.</p> |
| Learn to Be and Live in Community | <p>Psychosocial : Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. ~Julie Bishop</p> <p>Idioms: variety is the spice of life, in step, best of both worlds</p> |

Subject: Oral Comprehension(Listening) /

Spoken Interaction/ Spoken Production (Speaking)

Scenario: Enjoying Spare Time

Theme: (4) Enjoying Spare Time in The World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------------|---|--|--|--|---|--|
| Socio-interpersonal and transactional | Audio-Messaging | SI.6. Interact in simple phone messages/conversations. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.6. interacts in simple phone messages/conversations. | When/ where will this occur in real life? Audio-messaging a friend to tell him/her about the amazing time you're having in China during the Chinese New Year's celebration. People: Classmates, Friends | You are in China. China is celebrating their New Year's celebration. You are audio-messaging with your friend from Costa Rica. You're telling your friend how wonderful and interesting the celebration is. Your friend is also asking you questions about this celebration. | Learners brainstorm any information that they know about the Chinese New Year. Learners google more information about the celebration. When is it celebrated? What do people eat during this celebration? What traditions do people have? Why do people celebrate it on that date? What's the story behind the celebration? Why do people wear something specific... | Mobile phones WhatsApp Facebook Messenger |

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| | | | | | | <p>such as a color, attire, or...?</p> <p>Learners outline their conversation: opening, questions, answers, closing.</p> <p>Learners use their phone to have a conversation by using WhatsApp or Facebook Messenger by audio-messaging to each other.</p> | |
|--|--|--|--|--|--|---|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving information about holidays and celebrations, and for repetition and clarification</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions, Simple Past</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. ~Pauline Hanson</p> <p>Idioms: variety is the spice of life, in step, best of both worlds, live and let live.</p> |

**Subject: Oral Comprehension(Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (4) Enjoying Spare Time in The World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|--|---|--|--|-----------------|
| Socio-interpersonal and transactional | Talking to a member of your host family. | SI.7. Interact in short social exchanges about weather, hobbies, pets, music, sports, accept and refuse invitations. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.7. interacts in short social exchanges about weather, hobbies, pets, music, sports, accept and refuse invitations. | When/ where will this occur in real life? Having a polite conversation with a person while traveling abroad on a student exchange program. People: Host family | You are visiting United States as part of a student exchange program. At the moment you arrive, people are celebrating Martin Luther King's Day, Saint Patrick, Valentine's Day, etc. You want to know what the celebration/holiday is all about, so you are going to ask questions to your host brother/sister. | Learners brainstorm words related to the chosen holiday/celebration. Learners put together ideas to describe the holiday/celebration by using the vocabulary they previously brainstormed. Learners think of several questions that they can ask to their host sister/brother. | |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving information about holidays and celebrations, and for repetition and clarification</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions, Simple Past</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. ~Pauline Hanson</p> <p>Idioms: variety is the spice of life, in step, best of both worlds, live and let live.</p> |

**Subject: Oral Comprehension(Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time In My Community

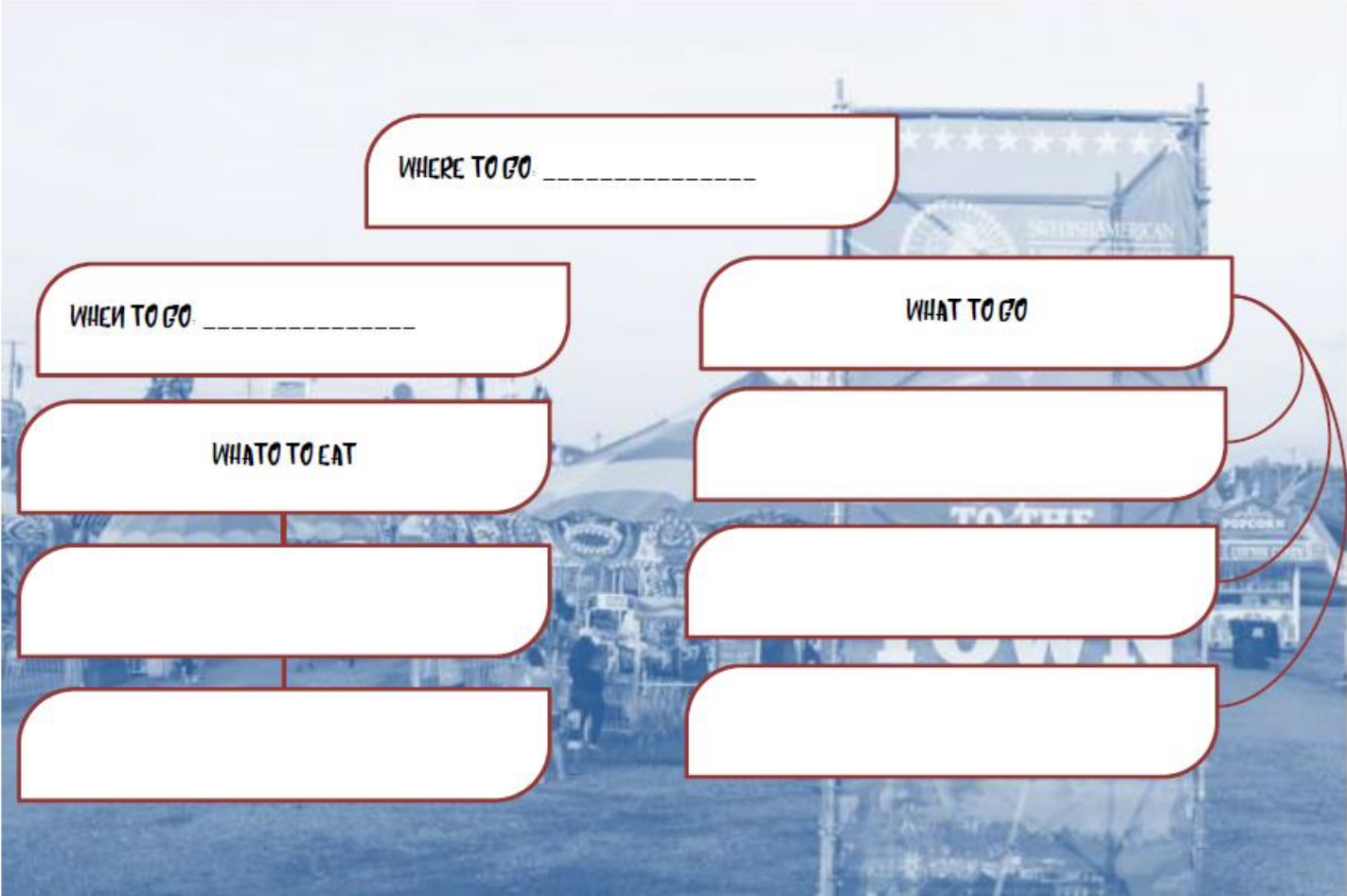
CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------|--|--|--|---|--|-----------------|
| Socio-interpersonal and transactional | At School | SI.8. Discuss plans with other people: where to go, what to do, when to go. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SI.8. discusses plans with other people, where to go, what to do, when to go. | Planning a trip over the weekend with your friend/cousin. People: Friends, Relative | You and your friend/cousin are planning a road trip over the weekend. You are discussing about where to go, what to, and when to go. Both are sharing their ideas about different places/locations. You are going to describe at least two places and decide which one is the best. | Learners brainstorm at least two different places in their cities they like to go. Learners list different activities they can do at the places they previously brainstormed. They can list other information such as location, accessibility. Learners engage in a mini conversation describing the places they think they can go to over the weekend. They discuss by sharing their opinion about the place they should go to. | |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Ask for and giving information about tourism, telling people the time and for repetition and clarification.</p> <p>Discourse markers: Let me see, Can you repeat that, please?</p> |
| Learn to Know | <p>Grammar: Simple Present, Wh-Questions, There is...</p> <p>Vocabulary: Outdoor activities</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: variety is the spice of life</p> |



WHERE TO GO _____

WHEN TO GO _____

WHAT TO GO

WHAT TO EAT

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time... In My Community

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------------|--|---|---|--|---|---|
| Socio-interpersonal and transactional | Audio-Messaging | SP.1. Name some subject-specific vocabulary terms related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.1. names some subject-specific vocabulary terms related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. | Audio-messaging a friend/relative to invite him/her to a town fair by describing what the town fair is about. People: Friends, Relatives | You are audio-messaging with a friend/relative through WhatsApp/Facebook Messenger to invite him/her to come. You are describing the local fair that is taking place. You are going to tell him/her about what the fair is about, what your town is celebrating, what specific traditions people do during this fair (parades, animal blessing, dance, dishes, etc). | Learner thinks of one celebration/fair that his/her town has. Learner lists information such as: date, celebration, activities, traditions, games. Learner prepares a one-minute-thirty-second description about this town fair. Learner records an audio-message describing the town fair. Learner sends audio-message to teacher. | WhatsApp or Facebook Messenger Internet Connection |

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| | | | | | | Teacher plays audio and ask class to listen to the different audios. | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Describing celebrations in your home town. Discourse markers: |
| Learn to Know | Grammar: Simple Present, there is/are, intensifiers (very simple), Preposition of time (in, on, at, during) Vocabulary: parade, dance, tradition, dishes, decoration, honor/honoring, fair, festival, procession, celebrate, enjoy, carts, display, masks, holiday, celebration |
| Learn to Be and Live in Community | Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement. Socio-cultural: Willingness to cooperate, work with classmates, coaching, each other, questioning, and helping for clarification Proverbs: You don't stumble upon your heritage. It's there, just waiting to be explored and shared. ~Robbie Robertson Idioms: World of difference, paint the town red |

Can you say that again? ¶

I didn't have any big plans.

We are going to _____.

Hey, _____, what are you doing this weekend?

Useful phrases ¶

Where will it be?

You know.....

That sounds like fun! ¶

Wonderful. Just Text me the time and date and I'll be there.

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (2) Enjoying Spare Time in Costa Rica

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------------|---|---|---|--|--|---|
| Socio-interpersonal and transactional | Uploading a video | SP.2. Use simple phrases to describe familiar topics about sports, tourism, holidays in his/her community in Costa Rica. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.2. uses simple phrases to describe familiar topics about sports, tourism, holidays in his/her community and Costa Rica. | Uploading a video on YouTube or Facebook, describing my favorite holiday/celebration in Costa Rica. People: Friends, Tourist | What is the purpose? You want to show your friends who live abroad your favorite Costa Rican holiday or celebration. You are going to record a video to post it on Facebook or to upload on YouTube. You are going to tell your friends everything they need to know about your favorite holiday or celebration. You are also going to tell what they should or should not do. | In pairs, learners brainstorm different celebrations and holiday that are unique to the Costa Rican Culture. Learners choose which celebrations are their favorite (they choose 2 celebration or holiday, 1 per learner). Learners think of what they do during those holidays/celebrations and what is celebrated/honored on those dates, what they like about them, why they are their favorite. | YouTube Facebook Mobile Phones Computer Lab Wi-fi |

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| | | | | | | <p>Using the information, they prepare a speech/script.</p> <p>Using their phones, learners prepare a video talking about their favorite holiday. If possible, learners can edit their videos by using their high school computer lab.</p> <p>Learners upload video to their Facebook profile, a profile set up by the teacher and/or upload the video on the learner's YouTube channel or on channel that the teacher set up for this activity or his/her class.</p> | |
|--|--|--|--|--|--|---|--|

Learnings

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|-----------------------------------|--|
| Learn to Do | Functions: Following and giving simple instructions and giving directions about holidays and celebrations in Costa Rica. Describing celebrations in Costa Rica. Discourse Markers: Let me see |
| Learn to Know | Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are Vocabulary: pilgrimage, folklore, religion, religious, holiday, tradition, celebration, reverence, portrayal, observe, dance, folklore |
| Learn to Be and Live in Community | Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification. Proverbs: Even if a unity of faith is not possible, a unity of love is. ~ Hans Urs von Balthasar Idioms: A world of difference, best of both worlds, cook up a storm |

_____ 1

When is it celebrated? 1

What do people commemorate? 1

What do people do? 1

Why is it your favorite? 1

© Gary Miller

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (3) Enjoying Spare Time in Latin America

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------|---|--|--|--|---|------------------|
| Socio-interpersonal and transactional | At school | SP.3. Use a limited number of grammatical constructions and simple standard expressions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.3. uses a limited number of grammatical constructions and simple standard expressions. | When/ where will this occur in real life? Show and Tell: Lecturing about an unknown celebration from another country. People: Classmates | You are at school. You found out about a very interesting celebration which is unknown to your classmate and teacher. You are going to tell them about its history and traditions. | Learners brainstorm different holidays and celebrations in Latin America which they would like to tell their classmates about. If they can't name some, teacher can provide a list of 12 different holidays that they can talk about, such as: 5 de Mayo (Mexico), Fiestas Patronales (El Salvador), Las Posadas (Mexico), Inti Raymi (Peru), Festival de la Candelaria (Bolivia and Peru), Emancipation Day (Puerto Rico), Feast of San Juan Bautista, or St. John | Mobile Computers |

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| | | | | | | <p>the Baptist, patron saint of Puerto Rico's capital, and Día de la Virgen de Guadalupe or the Feast Day of our Lady of Guadalupe, patron saint of Mexico.</p> <p>Learners google more information about the holiday they want to talk about.</p> <p>Learners search information such as: Where is it celebrated? When is it celebrated? Why is it celebrated/commemorated? How did the celebration start? What traditions do people have during this celebration/holiday? What interesting fact/anecdote do you want to share about this celebration? Do people wear costumes? What type</p> | |
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| | | | | | | <p>of costumes do they wear?</p> <p>Learners answer the questions.</p> <p>Learners prepare a speech about the holiday/celebrating based on the answers s/he got.</p> | |
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| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Following and giving simple instructions and giving directions about holidays and celebrations in another country. Describing celebrations in a foreign country.</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions, Simple Past</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. ~Julie Bishop</p> <p>Idioms: Variety is the spice of life, in step, best of both worlds</p> |

**Subject: Oral Comprehension(Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (3) Enjoying Spare Time in Latin America

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-----------|---|--|--|---|--|-----------------|
| Socio-interpersonal and transactional | Classroom | SP.4. Express preferences about sports, tourism, and holidays and celebrations in Latin America. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.4. expresses preferences about sports, tourism, and holidays and celebrations his/her community, Costa Rica, Latin America and around the world. | When/ where will this occur in real life? Round Table: Discussion about the most appealing and interesting holiday/celebration in Latin America. People: Classmates | You are going to talk with your classmates and teacher about the holidays/celebrations from another Latin American country that you like the most and the least from previous classes. You are going to share your preferences about the traditions and activities. | Learners choose two holidays and celebrations from previous classes that they like the most and the least. Learners list the things that they like the most about one holiday/celebration and things that they like the least about the other holiday/celebration they chose. In a round-table, learners ask their classmates questions about the holidays | |

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| | | | | | | that they like and dislike. | |
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| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving information about holidays and celebrations, and for repetition and clarification</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions, Simple Past</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage.</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. ~Pauline Hanson</p> <p>Idioms: variety is the spice of life, in step, best of both worlds, live and let live.</p> |

**Subject: Oral Comprehension (Listening) /
Spoken Interaction/ Spoken Production (Speaking)**

Scenario: Enjoying Spare Time

Theme: (4) Enjoying Spare Time in The World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------|--|--|--|---|--|---|
| Socio-interpersonal and transactional | Class | SP.5. Describe sports, tourism, holidays, and celebration in his/her community, Costa Rica, Latin America and around the world. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... SP.5 describes sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. | When/ where will this occur in real life? Show and Tell: Lecturing about a very interesting holiday from another country. People: Classmates | You are going to prepare a one-minute speech about an interesting holiday that you might know something about. For example, Saint Patrick’s Day, La Tomatina, Holi (Festival of Color), Brazil Carnival, Fiesta de San Fermin, etc. | Learners brainstorm words related to the chosen holiday/celebration. Learners put together ideas to describe the holiday/celebration by using the vocabulary they previously brainstormed. Learners prepare their speech by answering questions such as: When is it celebrated? How did the celebration start? What are some traditional activities people do? Where does the tradition come from? | Mobile Phone Computers Wi-Fi Pictures/Flashcards |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse Markers: Let me see. Can you repeat please? What is X?</p> |
| Learn to Know | <p>Grammar: Simple Present, To be (including question and negative), Adjectives (common and demonstrative), comparative and superlatives, prepositions of time and place, there is/are, information questions, Simple Past</p> <p>Vocabulary: holiday, carnival, parade, costume, party, march, marching, Latino/Latina, fest, feast, demonstration, homage, music, musical, homage, spiritual, worldwide, entire, cuisine, fashion, unified, rite, bonfire, sports, ceremony/ceremonial</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification.</p> <p>Proverbs: To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. ~Pauline Hanson</p> <p>Idioms: variety is the spice of life, in step, best of both worlds, live and let live.</p> |

**Tasks and Ideas for
Written Comprehension and Written Production
Seventh Grade
Term 3**

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ...

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------------------|--|--|--|--|---|--|
| Socio-interpersonal and transactional | Reading a newspaper | R.1. make predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.1. identifies messages by making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, | When/ where will this occur in real life? Reading a newspaper or comic. People: Students | The purpose of this activity is for students to use context clues to answer or guess what may happen next in a chain of events or story. | For this activity, students will put together a small comic that grows into something predictable based on previous information. They can follow along with the provided example to see what it is they need to be doing. This can happen either in groups or individually. Each student needs to have a sheet of paper so that they can write down their predictions for each comic. | Example comic strips. A sheet of paper per person or group to draw the comic. A sheet of paper per person in which they write out their prediction for what will happen next based on context clues. |

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| | | | visuals, key words and sequence of events. | | | | |
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| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Describing what people are doing, sports , touristic places and holidays in Costa Rica. Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: Present progressive Vocabulary: Enjoying Spare Time ... In My Community |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas. |



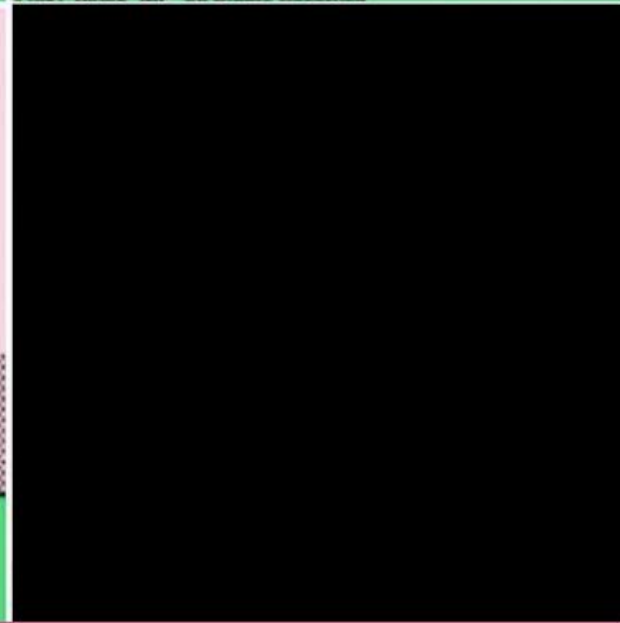
Clock Image



Costa Rica Flag



Snake Image



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ...

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|--|---|---|--|---|---|
| Socio-interpersonal and transactional | Reading a new text filled with words that students are unfamiliar with. | R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts | This activity would take place when a student comes across a new word they are unfamiliar with. People: Students | The purpose of this activity is to have students use their knowledge of phonics to piece together new words. They will practice their phoneme blending abilities with new words. | For this activity have a series of photos that show simple words for your students to sound out. For example. flag, snake, tree, clock, plane. While these words might be simple and having the picture in front of them will make things simpler practicing pronunciation and spelling will help them out. Show your students a picture of one of the above mentioned objects and then pronounce the word as slow as possible until someone guesses the word | Provided images. Each student should have a sheet of paper to write down the words that are reviewed during the activity. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | Functions: none Discourse markers: none |
| Learn to Know | Grammar none Vocabulary none Phonology long/a/, /æ/ Post-alveolar consonants /tʃ/ and /dʒ/, Palatal semi-vowels /j/ and /w/ |
| Learn to Be and Live in Community | Psychosocial: none Socio-cultural: none Proverbs: none Idioms: none |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|----------------------------|---|--|--|---|---|---|
| Socio-interpersonal and transactional | Looking at classified ads. | R.3. locate important information in simple text (e.g., dates and times on posters, ‘keep to the right’ or ‘no parking’ signs, people’s ages and places of residence) in newspaper or magazine articles. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.3. identifies important information in simple text in newspaper or magazine articles. | Looking at newspapers People: Student | Have students look over ads and take information to answer comprehension questions. | Students will look over the ad and answer the comprehension questions that follow. The questions will require them to look over each apartment description and answer questions to check their understanding. | Comprehension questions. Classified ads. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Asking for and giving information about tourism, telling people the time, day and/or date and for repetition and clarification.</p> <p>Discourse markers: none</p> |
| Learn to Know | <p>Grammar: Intensifiers - very basic, Modals: can/can't/could/couldn't,</p> <p>Vocabulary: none</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: none</p> |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Costa Rica

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|------------------------------|---|--|--|---|--|-------------------------|
| Socio-interpersonal and transactional | Looking at tourist packages. | R.4. understand the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures (e.g. on signs and notices, directions, menus, maps, tourist brochures and posters, time tables, factual descriptions, short descriptions, instructions | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.4. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading slowly simple, short texts. | Planning for a large party. People: Party planner. | Have students look over information from different sources and decide on an option. Students will have to extract information from the text and analyze the ads to make the best possible choice. | For this activity students will use the provided worksheet to look over the three restaurant options and choose which is the best for the group they will be hosting. Each option offers a different type of cuisine and options for different diets students will have to carefully read each description and make their decision based on what each restaurant has to offer. | The provided worksheet. |

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| | | and messages on postcards) when reading slowly simple, short texts. | | | | | |
|--|--|---|--|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Following and giving simple instructions and giving directions about holidays and celebrations in Costa Rica. Discourse markers: none |
| Learn to Know | Grammar: Intensifiers - very basic, Past simple of "to be", Prepositions of place, Prepositions of time, including in/on/at, Vocabulary: none Phonology none |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas. Proverbs: none Idioms: none |

Restaurant Activity Worksheet

From the options listed below students will have to analyze the information from both ads and make a decision on which of the two restaurants is a better option. For this activity students are in charge of picking a restaurant that will cater a large group of people with multiple diets. They will have to take that into account when looking over the information and making their decision.

Mario and Luigi's Pizzeria

Come have a true taste of Italy at Mario and Luigi's Pizzeria. We offer different types of flavors and sizes for everyone. Enjoy our delicious primavera pizza covered in fresh seasonal vegetables or our carnivore pizza topped with sausage, pepperoni, shredded beef, and many more cuts. On top of a wide selection of pizzas we also offer traditional pasta dishes from stuffed raviolis to angle hair pasta topped with our delicious tomato sauce. On top of all that we also serve a wide variety of salads topped with our homemade dressings. Hurry on down and come visit us at Mario and Luigi's Pizzeria.

The Emperor's Palace

The delicious flavors of China are now closer than ever at The Emperor's Palace. Come try the wide variety of dishes we have to offer from our savory soups to our tasty noodle plates. We offer dishes from all over China that will surely fill you up. If you are hungry for a warm and tasty soup we have a wide variety to choose from. Maybe you feel like a nice plate of beef? We have a massive variety of spices and sauces to add to your plate of our freshly cooked meats. We will always have space for you here at The Emperor's Palace we hope to see you soon.

Emilio's Mexican Palace

At Emilio's we treat you like family. There will always be a place at our table for you and your family to come and enjoy all of the savory and delicious meals we have to offer. Join us for breakfast, lunch, or dinner there will always be something ready. Come for breakfast and try our delicious huevos rancheros, stop by for lunch and have a taste of our freshly made enchiladas, or swing by for dinner and enjoy our authentic mole. We have a variety of options for meat lover and vegetarians everyone will find something on our menu to enjoy. There will always be a seat for you here at Emilio's don't be shy we'll be waiting for you.

Based on the information provided what is the best option for large group with multiple diets? Explain your decision.

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Costa Rica

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|---|---|--|--|--|---|
| Socio-interpersonal and transactional | Looking for information about international holidays. | R.5. recognize sequence details of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar (e.g., date, price, time) on posters, brochures, signs, and invitations. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.5. recognizes sequence details of short articles and ads in age-appropriate magazines on posters, brochures, signs, and invitations. | Reading about foreign holidays. People: Tourist | To read the article and extract the details from the sequence of events. Students will analyze the details that come with each part of the event and answer the follow-up questions. | For this activity, students read the short article provided and answer the follow up questions. The questions are derived from sequence of events that are mentioned in the article. | Provided text and comprehension questions. You can either print the sheet of paper or write the questions on the board so that students can write their answers on their own sheets of paper. |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: Asking for and giving information about tourism, telling people the time, day and/or date and for repetition and clarification. Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: Present progressive, Simple present, Past Simple Vocabulary: none Phonology: none |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas Proverbs none Idioms: Paint the town red, cook up a storm |

Mardi Gras Reading Comprehension

Mardi Gras Season in New Orleans A Local Legacy

Do you celebrate Fat Tuesday? If you live in New Orleans, Louisiana, or any place else along the coast of the Gulf of Mexico, you probably do.

Every year, the people of New Orleans celebrate Mardi Gras, which is French for "Fat Tuesday." This holiday is the day before Ash Wednesday, and it begins a season of fasting, called Lent, for many Christians leading up to Easter Sunday. It's called Fat Tuesday because it's the last day that many people eat meat and fatty foods before Lent begins.

Today, Mardi Gras season in New Orleans is a time of merry-making and festivity. Many clubs in the city, called krewes (pronounced "crews"), sponsor extravagant parades and masked balls in the weeks leading up to Fat Tuesday. It's a lot of fun to try to catch the trinkets that are thrown to the crowds from the parade floats. Every krewe has a king and queen, whose identities are kept secret until the night of the ball. It's all part of the fun and mystery of Mardi Gras.

Mardi Gras Comprehension Questions and Pre-Reading

Review the following list of words with your students before the reading. Make sure they have an understanding of the words before they start the reading.

crowd

extravagant

festivity

float

identity

mask

mystery

parade

sponsor

trinket

Comprehension Questions

1.How often is the celebration of Mardi Gras held?

2.Mardi Gras is the day before...?

True or False

3.Mardi Gras in New Orleans is a time of merry-making and festivities T or F?

4.The identities of the King and Queen are announced before the night of the ball T or F?

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|--|--|---|---|---|--|
| Socio-interpersonal and transactional | Doing homework or looking over articles for research. | R.6. recognize some key terminology from subject areas (e.g., interdisciplinary connections). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.6. recognizes some key terminology from subject areas | This would occur when doing research for a test. People: Student | You teacher asks you to look for information about Independence Day in Costa Rica and list key elements from this celebration | For this look over the text and answer the questions provided. This will test their knowledge of Costa Rican culture and history. | Provided text. Comprehension question follow up sheet. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: none</p> <p>Discourse markers: none</p> |
| Learn to Know | <p>Grammar: Simple present, Simple past, Present progressive, Past simple of “to be”, Pronouns: simple, personal</p> <p>Vocabulary: Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, Nationalism, Ethnicity, sports, tourism, holidays, celebrations Reenactment, Demonstration, Homage</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: Paint the town red, Cook up a storm</p> |

Costa Rica's Independence Day Celebrations

Costa Rica's Independence Day is celebrated on September 15th. It commemorates the independence of Central America from Spain, which took place in 1821. The news of the country's independence reached the nation's people about a month after the declaration of independence that occurred in Guatemala.

Following the independence, the first constitution of the country was soon embraced. The celebration of the first elections in Costa Rica was held in December, 1821. The first elected Chief of State was Juan Mora Fernández, whom did much for the advancement of his country and people, as well as promoted industrial and commercial development.

The Independence Day of Costa Rica has been declared an official national holiday in the country and is celebrated with much joy and cheerfulness. The national holiday is marked by raising the National Flag, patriotic parades and the singing of the National Anthem.

Even though September 15th is Costa Rica's official Independence Day, festivities begin on the 14th, with the reenactment of the notification of Costa Rica's liberation carrying the 'freedom torch'. At precisely 6:00 p.m., national TV and radio stations broadcast Costa Rica's National Anthem, as the entire country sings along in a burst of patriotism. Following the anthem, the popular 'faroles' parade begins – homemade lanterns symbolizing the original freedom torch. Children in traditional costumes perform typical dances and then the fireworks begin.

Another important parade takes place on the morning of the 15th. School bands march along with children wearing traditional dresses, dancing at the beat of drums and lyres. During the vibrant and colorful processions, Costa Ricans, young and old alike, sit on sidewalks and enjoy the parade in a peaceful, friendly and family oriented environment.

There is typical Costa Rica food for sale in stands along the roads, such as arroz con pollo (rice and chicken), tamales, fried yucca, black beans and rice, fried plantains, rice pudding, coconut flan, and tres leches (three milk cake.)

Independence Day activities at commercial centers and other communal places are also very popular and free to the public, offering folkloric shows, typical dancing, great music and more.

Costa Rican Independence Day Comprehension and Review Questions

1. Where was the constitution written?
2. What are some things that Juan Mora Fernandez did for Costa Rica?
3. What is the “freedom torch”?
4. What are traditional Costa Rican costumes?
5. What makes the Costa Rican national anthem so unique?

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In my Community

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------------------|---|---|--|---|--|--|
| Socio-interpersonal and transactional | Explaining consequences | R.7. distinguish causes and effects. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.7. distinguishes causes and effects. | Social setting when something goes wrong. People: Two interacting individuals. | The purpose of this activity is to have students either justify why something happened or explain what the consequences will be because something happened. | Students will look over the provided worksheet and either explain the reason for the consequence or explain the events that are responsible for the consequence. The worksheet will also require them to distinguish where the provided scenario is a cause or effect. | For this activity students will need the provided worksheet. Please make sure to explain the difference between cause and effect. You can follow along with the worksheet examples to have something for them to follow along. |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: none Discourse markers: Asking for clarification (Can you repeat please...) |
| Learn to Know | Grammar: Modals: can/can't/could/couldn't, Present simple, To be, including question+negatives Vocabulary: none Phonology: none |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification. Proverbs: none Idioms: none |

Cause and Effect Worksheet

For this portion students will have to write out the effect or cause for each scenario. While there are no right answers they do need to make sense.

Example:

Effect

Because Sally was late for class, _____. Answer: She had to go to the principals office.

Cause

The baby was crying because _____. Answer: He was hungry.

Effect

- As a result of the low exam grades, _____.
- Mary was unable to play in the soccer game, therefore, _____.
- Due to the expensive meal, _____.
- Since no one volunteered, _____.

Cause

- The car rolled off the road owing to _____.
- School was closed due to _____.
- Water was everywhere as a result of _____.
- High prices were a direct effect of _____.

For this portion of the worksheet students will have to determine whether the text is either an effect or a cause.

1. Due to the lack of progress...
2. She had to work extra hours due to...
3. Low amount of rain were a direct effect of...
4. As a result of no one volunteering...
5. High milk prices everywhere was a result of...
6. Because of the long trip...

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Costa Rica

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---|---|--|--|--|--|--|
| Socio-interpersonal and transactional | Writing or reviewing deposits for checks or wire transfers. | R.8. understand numbers adequately when performing transactions. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.8. distinguishes numbers adequately when performing transactions. | Looking over financial statements and checks. People: Student | Students will look over various scenarios where an amount of money is written out in either word form or numerically. They will have to analyze the text and answer the follow up questions. | For this activity students will need to look over the various scenarios on the worksheet. They will need to answer comprehension questions to prove they are able to read numbers in multiple formats. | Provided text. Check multiple times with your students to make sure they know the various forms that money can be written in a text. |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: none</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Adverbs of frequency, Pronouns: simple, personal, Questions</p> <p>Vocabulary: none</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: none</p> |

Money Transaction Activity

For this activity students will need to look over the various scenarios and pull out the information from each transaction. The number amounts will be written out in various forms so students will have to pay attention to each transaction.

Transaction History

A week ago Roger had to deposit 100 dollars to his landlord Mary. He only had fifty dollars and twenty-three cents in his account and had to wait for his next paycheck. When Roger got his paycheck he opened it up and found he was paid four thousand seven-hundred and forty-three dollars. He realized that he was missing some money since he is typically paid 5000 dollars. After visiting the payroll office he got the money that was missing. Roger went to the bank and deposited the money into Mary's account. He had to write a check that read $84\frac{50}{100}$ to pay his cellphone bill and another to Mary for a hundred dollars.

After reading the story answer the following questions about the transactions that took place in the text.

1. How much money did Roger need to deposit into Mary's account?
 - A. one hundred dollars
 - B. $84\frac{50}{100}$ dollars
 - C. \$ 257
 - D. fifty dollars and twenty-three cents
2. How much money did Roger have before he received his paycheck?
 - A. 257 dollars
 - B. $84\frac{50}{100}$ dollars
 - C. 100 dollars
 - D. fifty dollars and twenty-three cents
3. How much money did Roger have in his account after he received his paycheck?
 - A. one hundred dollars
 - B. 84.50 dollars
 - C. $5050\frac{23}{100}$ dollars
 - D. \$4793.23
4. How much money was missing from Roger's paycheck?
 - A. one hundred dollars
 - B. $84\frac{50}{100}$ dollars
 - C. 257 dollars
 - D. fifty dollars and twenty-three cents
5. How much money did Roger have in his account after he received the correct amount of money?
 - A. 257 dollars
 - B. $84\frac{50}{100}$ dollars
 - C. one hundred dollars
 - D. five thousand fifty dollars and twenty-three cents
6. How much money did Roger have after he wrote his first check and paid Mary?
 - A. $84\frac{50}{100}$ dollars
 - B. \$100
 - C. four thousand eight-hundred and sixty-five dollars and seventy-three cents
 - D. 257 dollars

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|--|--|---|---|-----------------|
| Socio-interpersonal and transactional | Looking over new information or reading a short story. | R.9. understand short narratives with some illustrations as support and using an English-English dictionary. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.9. distinguishes short narratives with some illustrations as support and using an English-English dictionary. | This would come up while reading a magazine. People: Students | To have a literary cafe, teacher asks learners to bring their favorite short narrative. | Students will read the short text and then, they will work in pairs to share their narrative by using the pictures. | Provided text. |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: none</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Adjectives: common and demonstrative, Simple present, Simple past</p> <p>Vocabulary: none</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: none</p> |

Tornadoes in Kansas

Kansas is known for many things -- wheat, sunflowers ... and tornadoes! What famous story set in Kansas features a tornado?

The Wonderful Wizard of Oz, by L. Frank Baum, tells the story of Dorothy, who gets caught in a Kansas tornado and lands in the imaginary land of Oz. This story has been dramatized on stage and film. You might have seen the movie version, which stars Judy Garland as Dorothy.

Tornadoes are storms with rapidly rotating winds that form a funnel cloud. Also known as "twisters," they extend downward from the huge clouds of a severe thunderstorm. The winds that rotate within a tornado usually reach a speed of almost 300 miles per hour! A tornado often sweeps through an area quickly, but it can cause considerable destruction. There have been a number of remarkable reports of tornadoes. In one instance, a schoolhouse was demolished while the 85 students originally inside it were carried more than 400 feet with none killed. There was also a case of five railway coaches, each weighing 70 tons, lifted from their tracks.



Comprehension Questions

1. What is Kansas most popular for?
2. How fast can winds rotate in a tornado?
3. What is the another name for tornadoes?
4. How many students were killed when the schoolhouse was demolished and carried 400 feet?
5. From the ones that were lifted, how much did each railway coach weigh?

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In the World

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|--|--|--|--|--|
| Socio-interpersonal and transactional | Reading historical text and extracting information for a report. | R.10. extract important information especially relating to facts, from textbooks and other age-appropriate text. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.10. extracts important information especially relating to facts, from textbooks and other age-appropriate text. | This would take place writing a report or looking over an article. People: Students | Review a historical event to write a report. | Students will read the provided text and extract key information to answer the comprehension questions that go along with the reading. | Provided text and comprehension questions. |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: none</p> <p>Discourse markers: none</p> |
| Learn to Know | <p>Grammar: Simple past, Past Simple, Prepositions of time, including in/on/at, There is/are</p> <p>Vocabulary: none</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: A world of difference</p> |

Moon Landing Comprehension Questions

1. What name was given to the base where the astronauts landed?
2. How did Armstrong describe the surface of the moon?
3. What did Aldrin compare the Moon to?
4. What did Aldrin say he found on the surface of the moon?
5. How big was the crater that has to be avoided by the space craft?
6. Where was the space station back on Earth?

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In the World

CEFR LEVEL: A1.2

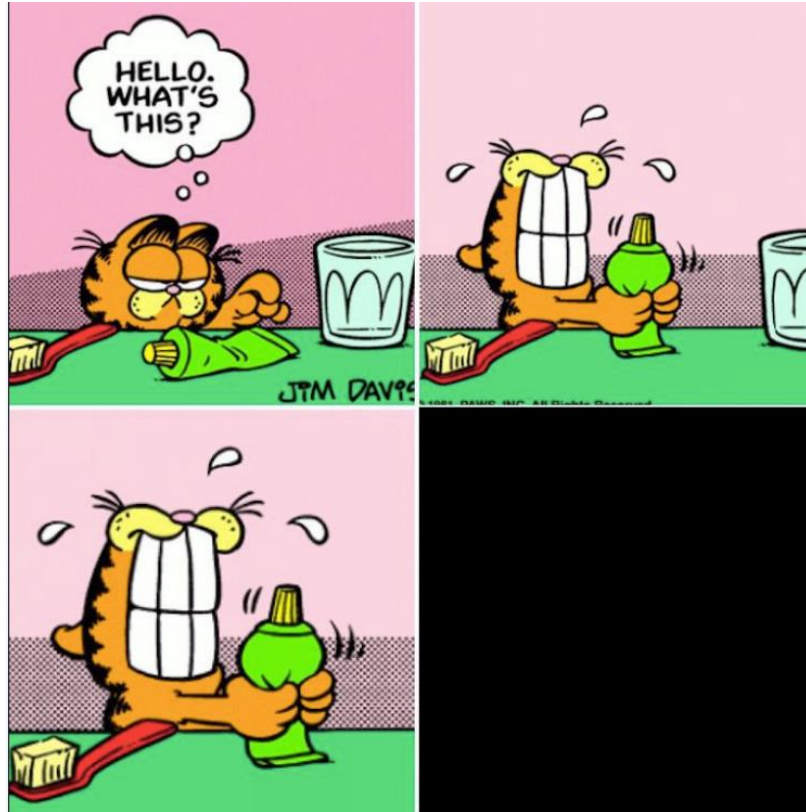
Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|---|---|--|---|--|---|
| Socio-interpersonal and transactional | Looking at comics and readings to piece together the next phase or idea. | R.11. understand the gist, main ideas and key details for drawing conclusions by using contextual clues. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.11. extracts the gist, main ideas and key details for drawing conclusions by using contextual clues. | Reading a newspaper. People: Students | Have students piece together the next logical step from contextual clues. | Students will review the two comics provided the before and after. Then, they will guess what happens next. After reviewing the example, they will each create their own comic and display it around the class. Have a gallery walk activity and have each student write down what they think will happen next in the comic. After all comics have been viewed ask each student to explain what will happen next in their comic. | Example Comics Each student should have a sheet of paper to write down their predictions based on context clues. |

Learnings

| | |
|-----------------------------------|---|
| Learn to Do | Functions: none Discourse markers: Asking for clarification (Can you repeat please...?) |
| Learn to Know | Grammar: Present progressive, Modals: can/can't/could/couldn't, Vocabulary: none Phonology: none |
| Learn to Be and Live in Community | Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences. Socio-cultural: Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification. Proverbs: none Idioms: none |



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time ... In Latin America

CEFR LEVEL: A1.2

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------------------------------|--|---|---|--|---|--|
| Socio-interpersonal and transactional | Travel tips and cultural norms. | R.12. understand most of what is written in short, simple texts related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... R.12. interprets most of what is written in short, simple texts related to sports, tourism, holidays and celebrations in Costa Rica, Latin America and | Researching different cultures. People: Students | Read about cultural norms and interactions between tourist and locals. | Students will read over the article and answer the comprehension questions they will also take note of the cultural misunderstanding. | Provided text and comprehension questions. |

| | | | | | | | |
|--|--|--|-------------------|--|--|--|--|
| | | | around the world. | | | | |
|--|--|--|-------------------|--|--|--|--|

| Learnings | |
|-----------------------------------|--|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse markers: Asking for clarification (Can you repeat please...)</p> |
| Learn to Know | <p>Grammar: Simple past, Past simple of "to be", Past Simple, Prepositions of place</p> <p>Vocabulary: Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, Nationalism, Ethnicity, sports, tourism, holidays, celebrations Reenactment, Demonstration, Homage</p> <p>Phonology: none</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Demonstrating persistence and an open-minded attitude to new ideas and experiences.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: none</p> <p>Idioms: none</p> |

Act Like The Others Text

Jack and Lydia were on holiday in France with their friends, Mike and Anna.

Mike loves to visit historical buildings. Jack agrees to sightsee some historical buildings with him.

Lydia and Anna decided to shop in the city. "See you boys when we get back!" the girls shouted.

In the village Jack and Mike see a beautiful old church, but when they entered the church, a service was already in progress.

"Shh! Just sit quietly, so that we don't stand out. And act like the others!" Mike whispers.

Since they don't really know French, Jack and Mike quietly sat down. During the service, they stood, kneeled and sat to follow what the rest of the crowd did.

"I hope we blend in and don't look like tourists!" Mike told Jack.

At one point, the priest made an announcement and the man who was sitting next to Jack and Mike stood up.

"We should stand up, too!" Jack whispered to Mike.

So, Jack and Mike stood up with the man. Suddenly, everyone burst into laughter!

After the service, Jack and Mike approached the priest, who spoke English.

"What's so funny?" Jack asks.

With a smile on his face the priest said, "Well boys, there is a new baby born, and it's tradition to ask the father to stand up."

Jack and Mike looked at each other and Mike shook his head. He smiled and said, "I guess we should understand what people do before we act like the others!"

Act Like The Others Comprehension Questions

Answer the following questions with short answers.

1. What are the names of the four friends that were traveling in France?
2. What did Lydia and Anna decide to do? What did Jack and Mike decide to do?
3. What was going on when Mike and Jack walked into the church?
4. What happened that made Mike and Jack want to stand up?
5. What did everyone do when Mike and Jack stood up?
6. Why did the man stand up during the service?
7. What are some mistakes that tourist make in Costa Rica because they don't know the culture and customs?

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in My Community

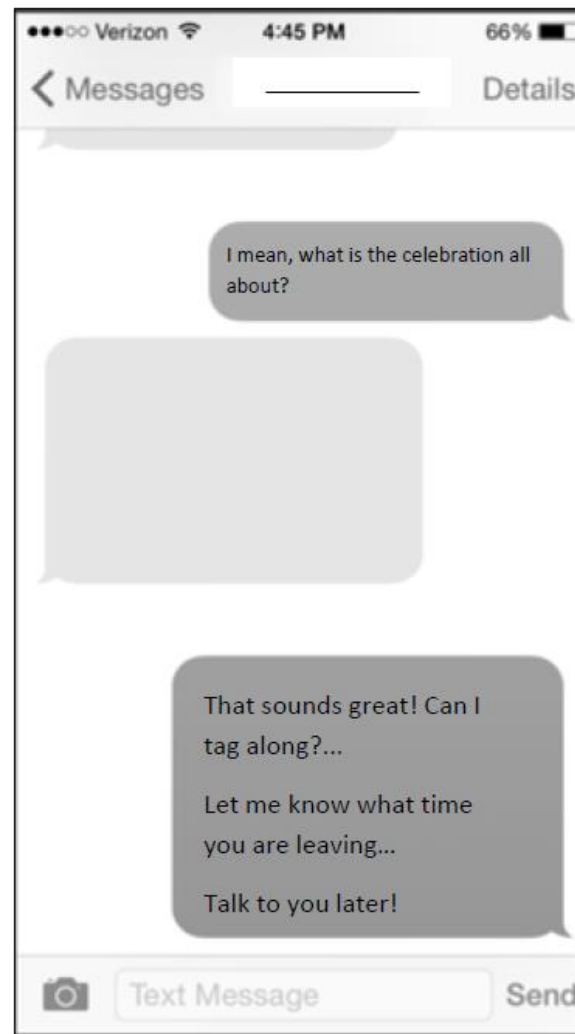
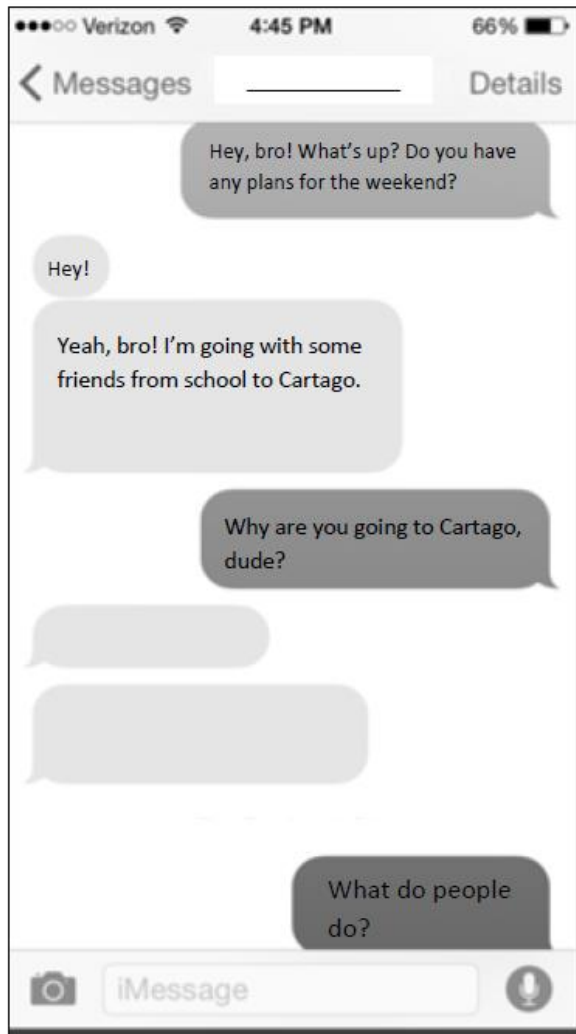
CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--------------------------|---|--|--|--|---|-------------------|
| Socio-interpersonal and transactional | Texting with your friend | W.1. Copy facts from short, simple texts | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.1. copies facts from short, simple texts. | When/ where will this occur in real life? Texting with a friend People: Friends | A friend is texting you. S/he wants to know what you are doing on the weekend. You are going to tell him/her that you are going to Cartago for the La Negrita pilgrimage. Use the information from the text to answer his/her questions. | Using the texting worksheet, talk with your friend about La Negrita celebration. Use the information given to complete the conversation. | Texting Worksheet |

| Learnings | |
|-----------------------------------|--|
| Learn to Do | Functions: Asking for and giving information about tourism. |
| Learn to Know | Grammar: Simple Past, adjectives, intensifiers, simple past of the "to be" Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite |
| Learn to Be and Live in Community | Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas. Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. Idioms: Live and let live, Variety is the spice of life, life of the party, best of both worlds. |



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in Costa Rica

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|----------------------------------|--|---|---|---|---|-----------------|
| Socio-interpersonal and transactional | Writing an Email from your Phone | W.2. Complete gapped sentences using a word list of familiar words. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.2. completes gapped sentences using a word list of familiar words. | Emailing a friend People: Classmates | You are writing an email to a friend from another country telling him/her about Las Fiestas de Palmares. You are going to complete the email with the missing information. | Learners brainstorm some vocabulary related to the “Fiestas de Palmares.” Learners and teacher read the article aloud. Teacher asks learners not to fill in any blank space yet. Teacher asks learners which words they think might complete the blank spaces. Teacher presents the key vocabulary that learners need to fill in the gaps with in the newspaper article. | Email Template |

Learnings

| | |
|-----------------------------------|--|
| Learn to Do | Functions: Describing celebrations in Latin America and around the world. Describing what people are doing, traditions, touristic places and holidays in Latin America. Discourse markers |
| Learn to Know | Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be” Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite Phonology |
| Learn to Be and Live in Community | Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement. Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas. Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. Idioms: live and let live, variety is the spice of life, life of the party, best of both worlds. |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in Latin America

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------------|--|---|---|---|---|---------------------------------|
| Socio-interpersonal and transactional | Newspaper Article | W.2. Complete gapped sentences using a word list of familiar words. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.2. completes gapped sentences using a word list of familiar words. | Being part of the high school newspaper People: Classmates | You are part of the high school newspaper. You are writing an article about the Mexican celebration, Cinco de Mayo. | Learners brainstorm some vocabulary related to the Mexican celebration, Cinco de Mayo. Learners and teacher read the article aloud. Teacher asks learners not to fill in any blank space yet. Teacher asks learners which words they think might complete the blank spaces. Teacher presents some key vocabulary that learners need to fill in the gaps with in the newspaper article. | Cinco de Mayo Newspaper Article |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world. Describing what people are doing, traditions, touristic places and holidays in Latin America.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be”</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |

THE DAILY NEWS

Vocabulary
beverages
celebration
concerts
educate
events
festivals
food
importance
national
pride
public
take part
watch
well-known

Cinco de Mayo is a Mexican _____ that remembers a military victory against the French on May 5, 1862.

It is not a _____ or a _____ holiday in Mexico.

It is a _____ celebration. This is because Mexicans in the USA and other countries use it as a day to show their _____ in their culture.



Cinco de Mayo today is a much bigger holiday in North America than in Mexico.

There are _____ and _____ all over the country to highlight Mexican culture.

People go to _____, _____ folk ballet and Mexican dancing performances.

People eat a lot of Mexican _____. They also drink a lot of Mexican _____, such as, tejate, chicha and aguas frescas.

Many schools, with large Mexican communities, _____ in awareness activities to _____ students about the _____ of the day.



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|------------------------------|---|---|---|--|---|-------------------------|
| Socio-interpersonal and transactional | Posting a photo on Instagram | W.3. Write straightforward information in short sentences or provide information on a questionnaire. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.3. writes straightforward information in short sentences providing information on a questionnaire. | Posting a photo on Instagram and writing a caption for the picture. | You are visiting another country in Latin America. During your visit, people were celebrating _____, and you took some very interesting pictures. Now, you are uploading your pictures to your Instagram account. You are going to write a caption for each picture, describing what each picture shows or represents according to the celebration/holiday you were part of. | Learner chooses one of the different international celebrations they have learned so far. Learner brainstorms vocabulary related to the celebration/holiday that s/he chose. Learner writes simple sentences to describe the celebration/holiday. Learner googles six pictures about the holiday/celebration that s/he chose. Or... | Instagram post template |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | <p>Learner chooses pictures from a stack of pictures that her/his teacher brought.</p> <p>Learner pastes the pictures on the Instagram template and writes a caption for each picture, describing what the picture shows or represents.</p> <p>Then, teacher asks learners to stick their Instagram posts to the walls around the classroom.</p> <p>Learners go around the class looking at the pictures showing they like pictures by pasting hearts under the Instagram templates.</p> | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world. Describing what people are doing, traditions, touristic places and holidays in Latin America.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be,” prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |





3min



Like Comment



3min



Like Comment



3min



Like Comment



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------------------------|--|--|---|---|--|-------------------|
| Socio-interpersonal and transactional | Sending a post card home. | W.4. Write within a series of sentences frames. | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.4. writes within a series of sentence frames. | Writing a post card to your family back home. People: | You are visiting a family as part of student exchange program. At this moment, they are having a celebration. You already talked to people about that and you want to tell your mother back in Costa Rica all about the celebration. You are writing a post card to tell what the celebration was about and how much fun you had. | Learner chooses one of the different international celebrations they have learned so far. Learner brainstorms vocabulary that s/he needs to describe the celebration s/he was part of. Learner writes simple sentences to describe what the celebration was about and how much fun s/he had. | Postcard template |

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be,” prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |

Dear _____,

Yesterday, people were celebrating _____
_____. It is a _____ celebration.

I had _____.

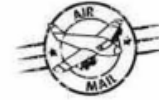
It is celebrated on _____. It
commemorates _____.

I liked _____.

I saw _____.

I had _____.

Kava, _____.



TO: _____

Melissa & David

GREETINGS
from

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--------------------------|--|--|---|---|--|--------------------------------------|
| Socio-interpersonal and transactional | Sending a postcard home. | W.5. Write short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.5. writes short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings. | Writing a post card to your family back home. | You are visiting a Mexico. At this moment, they are celebrating el Dia de los Muertos. You already talked to people about it and you want to tell your friends back in Costa Rica all about the celebration. You are writing a post card to tell what the celebration was about and how much fun you had. | Learner brainstorms vocabulary that s/he needs to describe El Día de los Muertos in Mexico. Learner also brainstorms specific information about el Dia de los Muertos. Learner writes simple sentences to describe what the celebration was about and how much fun s/he had. Learner checks written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, | Dia de Los Muertos Postcard template |

| | | | | | | | |
|--|--|--|--|--|--|------------------------------|--|
| | | | | | | basic punctuation, etc.). | |
|--|--|--|--|--|--|------------------------------|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be,” prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

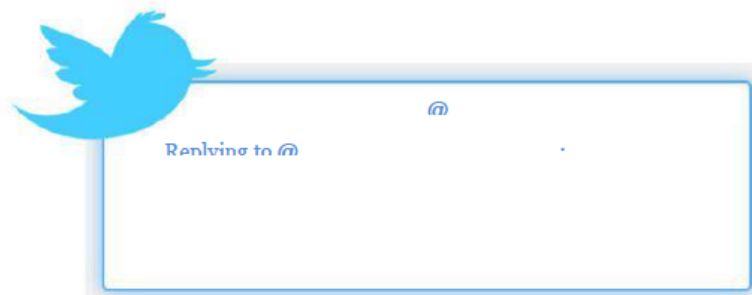
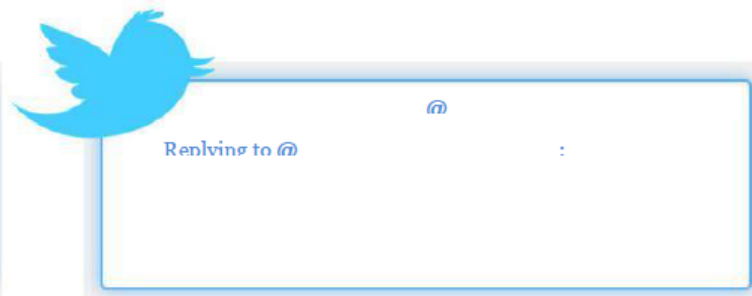
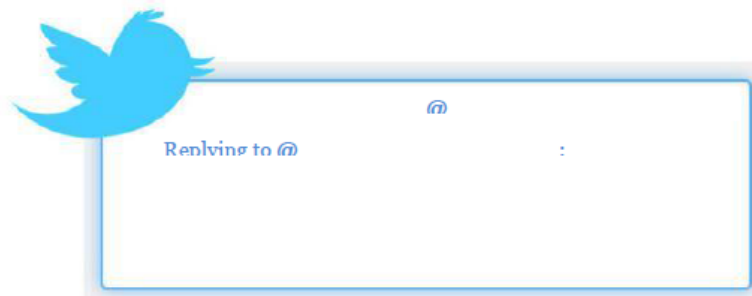
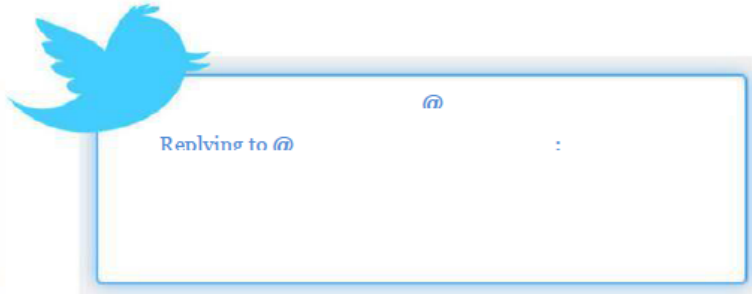
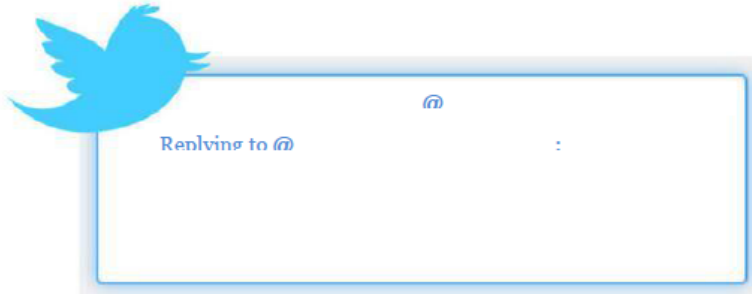
Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|---------|--|--|---|---|--|---|
| Socio-interpersonal and transactional | Twitter | W.5. Write short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.). | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.5. writes short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings. | Tweeting about what you are experiencing during (celebration/holiday) in a Latin American country. People: Twitter users | You are witnessing the celebration of a holiday in a Latin American country (outside of Costa Rica). You are tweeting your friends about it. You are also reading the tweets from your friends who are also in another country during a holiday. You are replying to their tweets. You can also ask questions to your classmates about the holiday they are enjoying. | Learner chooses one of the different Latin American celebrations/holiday s/he has learned so far. Learner brainstorms vocabulary related to the celebration/holiday that s/he chose. Learner writes simple sentences to describe the celebration/holiday. Learner writes simple tweets (sentences) describing what is happening during the celebration. | Twitter Template Replying-Tweet Template |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | <p>Then teacher asks learners to stick their tweets to the walls around the classroom.</p> <p>Learners go around the class reading the different tweets.</p> <p>Learners reply to at least three different tweets by writing a comment, asking a question, or answering a question.</p> <p>Check sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p> | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing what people are doing sports, touristic places and holidays in Costa Rica.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Present Continuous, adjectives, intensifiers, there is/are, prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one's sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |



Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|-------------------------------|--|---|--|---|--|--------------------------|
| Socio-interpersonal and transactional | Emailing a friend or relative | W.6. Write short letters with the help of a dictionary and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.6. writes short letters with the help of a dictionary. | Writing a letter to a friend telling him/her about your trip to _____ and how much fun you had during (holiday/celebration). People: Classmates | You are visiting another country. When you arrived, people were celebrating _____. You are emailing to a friend or relative to tell him all about the celebration and how much fun you had. | Learner chooses one of the different international celebrations they have learned so far. Learner brainstorms vocabulary that s/he needs to describe the celebration s/he was part of. Teacher assigns the classmate each learner is going to email to. Learner writes simple sentences to describe what the celebration was about and how much fun s/he had. | IPhone Email template |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | Learners will check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.) | |
|--|--|--|--|--|--|--|--|

| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be,” prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |

Subject: Written Comprehension (Reading) / Written Production (Writing)

Scenario: Enjoying Spare Time

Theme: Enjoying Spare Time in the World

CEFR LEVEL: A2.1

Unit: 3

Trimester: 3

| Domain | Setting | Goal | Assessment Strategy | Authentic Situation (event) | AOA Task | Activities | Material /Texts |
|---------------------------------------|--|--|---|--|---|---|---|
| Socio-interpersonal and transactional | Writing and mailing a letter to a friend (classmate) | W.6. Write short letters with the help of a dictionary and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.) | Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner... W.6. writes short letters with the help of a dictionary. | Writing a letter to a friend telling him/her about your trip to _____ and how much fun you had during (holiday/celebration). People: Classmates | You are visiting another country. When you arrived, people were celebrating _____. You are writing a letter to one of your classmates telling him all about the celebration and how much fun you had. | Learner chooses one of the different international celebrations they have learned so far. Learner brainstorm vocabulary that s/he needs to describe the celebration s/he was part of. Teacher assigns the classmate each learner is going to send a letter to. Learner writes simple sentences to describe what the celebration was about and how much fun s/he had. | Mailbox (teacher builds up a mailbox). Envelopes Stamps |

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | | | | | Learners will check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.). | |
|--|--|--|--|--|--|---|--|

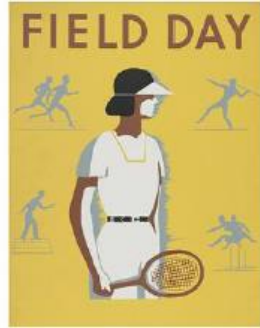
| Learnings | |
|-----------------------------------|---|
| Learn to Do | <p>Functions: Describing celebrations in Latin America and around the world.</p> <p>Discourse markers</p> |
| Learn to Know | <p>Grammar: Simple Past, adjectives, intensifiers, simple past of the “to be,” prepositions of place, prepositions of time</p> <p>Vocabulary: international, observance, worldwide, pervasive, entire, cuisine, fashion, norm, commonality, unified, principle, bonfire, ceremony, ceremonial, acknowledge, revere, spiritual, religious, multi-cultural, diverse, rite</p> <p>Phonology</p> |
| Learn to Be and Live in Community | <p>Psychosocial: Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one’s sense of competence and self-encouragement.</p> <p>Socio-cultural: Demonstrating a respectful inquiring attitude when contributing with ideas.</p> <p>Proverbs: We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity.</p> <p>Idioms: Live and let live, Variety is the spice of life, Life of the party, Best of both worlds.</p> |

A decorative rectangular frame with ornate scrollwork at the corners. Inside the frame, there are several horizontal lines for writing. The top and bottom edges of the frame are double-lined, while the sides are single-lined. The scrollwork is symmetrical and elegant.

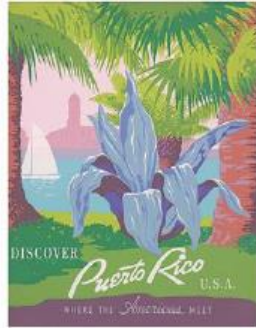
A decorative rectangular frame with ornate scrollwork at the corners. Inside the frame, there are several horizontal lines for writing. The lines are arranged in a central block, with a few lines at the top and bottom. The frame is positioned on a page with a vertical line to its left.



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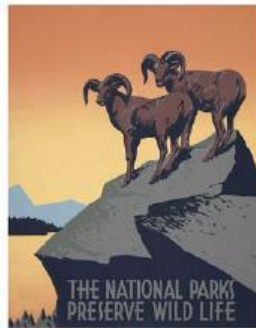
2017
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2017
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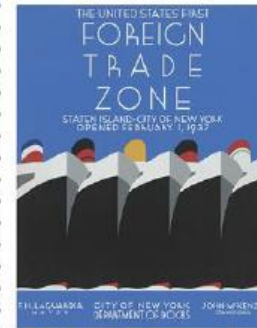
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Oral Exam Tasks

The new syllabus divides Oral Production into two competences: Spoken Interaction and Spoken Production. The oral exam for seventh grade in Bilingual Groups and Experimental Bilingual High Schools must involve three different tasks every time it is administered to get valid and reliable information. The three tasks are the following:

- a) Guided Conversation
- b) Information Exchange
- c) Simulated Role Play

Task #1 Guided Conversation

This functions as a warm up but it is assessed. Each student is asked five (5) questions from the Can Dos of spoken interaction. It lasts about two minutes. Here, students answer the teacher's questions about themselves, their family, what they like or do not like (their activities for example).

Task #2 Information Exchange

The second part is the information exchange. It lasts about four minutes. This task essentially involves a guided description of a photo, or a series of photos (or other visuals e.g. sketches, drawings) that are thematically linked. Students will interact with the teacher by describing people, things and situations, talk about what they see in one or more pictures, find the differences between pictures, talk about something that happened, tell a simple story, and predict what is going to happen (for example). When students finish the description, the teacher asks two questions (to the student) about the picture or set of pictures.

Task #3 Simulated Role -Play

The third part is a simulated role-play task. It lasts about four minutes. The interaction is between the teacher and the student based on a given task related to daily life. For example, students make a purchase. In this way, the task will be in a convenience store, in a movie theater, in a bus station, etc. Students ask prices, quantities and/or payment options. In this task, the student and teacher play a specific role. Students can use visual supports.

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Resources

Resource 1 Mapping Oral Comprehension by Level

| Oral Comprehension | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|------|------|------|------|------|------|
| Learners can | | | | | | |
| demonstrate a very limited ability to communicate in English independently because they are in a 'Silent Period' developing a receptive level of language, knowledge relying mostly on simple language and cues. | | | | | | |
| understand sentences and take note of basic information relevant to personal needs and family activities. | | | | | | |
| respond with learned words, phrases, formulaic expressions and body language (listening to speak). | | | | | | |
| recognize words, phrases, formulaic expressions (listening to read). | | | | | | |
| fill in gapped texts (listening to write). | | | | | | |
| recognize pieces of information to name, pointing to or miming (listening to speak). | | | | | | |
| recognize pieces of information complete sentences frames (listening to write). | | | | | | |
| understand sentences and take notes on the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. | | | | | | |
| note the main points of oral texts at a normal speed related to socio-interpersonal, transactional, academic and professional domains. | | | | | | |
| recognize pieces of information to name, pointing to or miming (listening to speak) or complete sentences frames (listening to speak/write). | | | | | | |
| recognize basic simple information to support reading comprehension (listening to read). | | | | | | |
| get the gist of a dialogue in a movie trailer or video clip to retell main ideas and key points/ details (listening to speak). | | | | | | |
| listen to media presentations to answer literal questions (listening to write). | | | | | | |
| listen to familiar texts to convey meaning from written texts (listening to read). | | | | | | |
| recognize key points in T.V. programs, radio, web-based broadcast announcements, videos, audio recordings to ask for clarification and expressing thoughts (listening to speak). | | | | | | |
| interpret online explanations supported by resources to convey meaning in texts (listening to read). | | | | | | |
| write different text types to revise them in collaborative work before editing (writing to listen /speak). | | | | | | |
| Interact with fellow students comparing oral/written information(listening to speak or write) | | | | | | |

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|---|--|--|--|--|--|--|
| listen to different opinions in order to express arguments (listening to speak) | | | | | | |
| understand and take notes of the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. | | | | | | |
| get the gist of a dialogue in a movie trailer or video clip to retell main ideas and key points/ details (listening to speak) | | | | | | |
| listen to media presentation to answer literal questions (listening to write) | | | | | | |
| listen to familiar texts to convey meaning from written texts (listening to read). | | | | | | |

Resource 2 Mapping Oral Production (Spoken Interaction /Production) by Level

| Oral Production | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|---|------|------|------|------|------|------|
| Learners can | | | | | | |
| use words in English in a very limited manner needing to rely on memorized and rehearsed expressions to answer simple questions. | | | | | | |
| communicate about simple, routine tasks requiring a direct exchange of information about familiar or everyday topics. | | | | | | |
| show their understanding through: eye contact, imitating, using facial and body expressions, acting out a story, using pictures to categorize or sequence, drawing, matching items and pictures; repeating words and phrases at a slower speech rate such as in choral or echo read alouds. | | | | | | |
| Interact spelling out words (speaking to write/ listen). | | | | | | |
| organize a conversation by writing appropriate expressions (speaking to write). | | | | | | |
| rehearse a conversation with peers (speaking to listen). | | | | | | |
| produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of familiar words to choose from (reading to speak/write). | | | | | | |
| elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak). | | | | | | |
| exchange information using sentence frames for reference (listening to speak). | | | | | | |
| communicate about simple, routine tasks requiring a direct exchange of information of familiar or everyday topics. | | | | | | |
| handle routines and familiar topics with spontaneous utterances. | | | | | | |
| describe their background, immediate environment, interests or activities in simple language. | | | | | | |
| use some simple structures accurately, but continue to systematically exhibit basic errors in verb tenses, use of prepositions, articles and pronunciation. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| sustain conversations related to socio-interpersonal and professional routines and domains with fluency. | | | | | | |
| maintain interactions related to transactional and professional domains with hesitation, backtracking, repairing with emerging fluency while still relying on practiced language patterns or searching for vocabulary and grammar structures. | | | | | | |
| ask for clarification, check for comprehension in less predictable situations. | | | | | | |
| explain a problem and propose a solution. | | | | | | |
| produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of familiar words to choose from (reading to speak/write) | | | | | | |
| exchange information using sentence frames for reference (listening to speak). | | | | | | |
| elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak). | | | | | | |
| write familiar dialogues supported by physical or online sources to deliver presentations (writing to speak). | | | | | | |
| listen to delivered presentations to ask/write clarification questions (listening to speak). | | | | | | |
| read familiar passages to retell main information or details (reading to speak). | | | | | | |
| interpret information by asking for clarification and confirm understanding when listening to texts (speaking to listen). | | | | | | |
| exchange information supported by a written resource for completing information (speaking to read/write) | | | | | | |
| rehearse presentations supported by notes and illustrations and peers feedback (writing to speak/listen). | | | | | | |
| express opinions when exchanging interactions (speaking to listen). | | | | | | |
| interact in long conversations with peers to report main ideas (speaking to listen/write). | | | | | | |
| describe their background, immediate environment, interests or activities in simple language. | | | | | | |
| use some simple structures accurately, but continue to systematically exhibit basic errors in verb tenses, use of prepositions, articles and pronunciation | | | | | | |
| write familiar dialogues supported by physical or online sources to deliver presentations (writing to speak). | | | | | | |
| listen to delivered presentations to ask/write clarification questions (listening to speak). | | | | | | |
| read familiar passages to retell main information or details (reading to speak). | | | | | | |

Resource 3 Mapping Written Comprehension by Level

| Learners can | Written Comprehension | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|-----------------------|------|------|------|------|------|------|
| understand a very limited amount of language (e.g., words and simple expressions). | | | | | | | |
| recognize environmental print found (e.g. common advertisements and road signs; labels, captions) and internet sources in familiar texts. | | | | | | | |
| recognize some high-frequency words such as <i>a, the, and, of</i> . | | | | | | | |
| read and comprehend longer text using high-frequency vocabulary, and predictable patterns within messages, narratives, and expository text. | | | | | | | |
| predict parts of a story based on pictures.(reading to speak) | | | | | | | |
| recognize pictures to show their understanding (reading to listen). | | | | | | | |
| follow brief, simple instructions in texts to write (reading to write). | | | | | | | |
| predict what the text is about supported by typographical and visual clues to speak (reading to speak). | | | | | | | |
| read short stories to react to content (reading to speak/write). | | | | | | | |
| get specific information from simple reading pieces to support listening comprehension (reading for listening). | | | | | | | |
| follow simple model sentence frames and expressions, reminders or notes to write responses (reading to write). | | | | | | | |
| read and comprehend longer text using high-frequency vocabulary, and predictable patterns within messages, narratives, and expository text. | | | | | | | |
| read short stories to react to content (reading to speak/write). | | | | | | | |
| get specific information from simple reading pieces to support listening comprehension (reading for listening). | | | | | | | |
| follow simple model sentence frames and expressions, reminders or notes to write responses (reading to write). | | | | | | | |
| read and comprehend short texts with repetitive, predictable patterns about common events in public and vocational settings in expository (brochures, catalogs), procedural (recipes) and narrative texts (personal accounts). | | | | | | | |
| use their knowledge for how sentences, words and sounds work in the new language to understand new words. | | | | | | | |
| use knowledge of their first language as an aid to learn the new language. | | | | | | | |

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|--|--|--|--|--|--|--|
| comprehend texts containing more varied sentence and vocabulary within expository, narrative, procedural and transactional genres. | | | | | | |
| manage more complex texts in the public and vocational domains within transactional (job applications/situations, rental forms). | | | | | | |
| Apply strategies before, during and after reading a text in order to more accurately comprehend longer texts(narrative and expository) | | | | | | |
| recognize relevant information to take notes. (reading to write) | | | | | | |
| distinguish between factual and fictional texts to react orally (reading to speak). | | | | | | |
| read graphical texts to support prior listening input and clarification (reading to listen). | | | | | | |
| read texts on familiar to start, maintain, and close a conversational exchange (reading to speak/listen). | | | | | | |
| read different passages to summarize information (reading to write). | | | | | | |
| read familiar and unfamiliar topics for self-correction after listening to the oral version (reading to listen). | | | | | | |
| extract specific information in straightforward printed texts to share inferences (reading to write/speak). | | | | | | |
| interpret passages to explain strategies to convey meaning (reading to speak/write). | | | | | | |
| read and comprehend short texts with repetitive, predictable patterns about common events in public and vocational settings in expository (brochures, catalogs), procedural (recipes) and narrative texts (personal accounts). | | | | | | |
| use their knowledge for how sentences, words and sounds work in the new language to understand new words. | | | | | | |
| use knowledge of their first language as an aid to learn the new language. | | | | | | |
| recognize relevant information to take notes. (reading to write). | | | | | | |
| distinguish between factual and fictional texts to react orally (reading to speak). | | | | | | |
| read graphical texts to support prior listening input and clarification (reading to listen). | | | | | | |

Resource 4 Mapping Written Production by Level

| Learners can Written Production | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
|--|------|------|------|------|------|------|
| write off a heavily patterned model with very little detail using a limited set of familiar words | | | | | | |
| begin to independently write single words and phrases in English; relay short messages supported by drawing, use inventive spelling within highly supported structures such as patterned sentences. Are starting to vary their sentence. | | | | | | |
| write sentences, simple notes, application forms, simple postcards, personal letters, notes, messages. | | | | | | |
| recognize pictures / diagrams to label words and simple expressions (reading to write) | | | | | | |
| identify oral information to write posters, brochures and invitations (listening to write) | | | | | | |
| write personal information to interact (writing to speak). | | | | | | |
| write cards, simple messages and invitations for other to read (writing to read) | | | | | | |
| write simple directions for others to follow (writing to listen). | | | | | | |
| produce a few sentences with emerging variety in structure that is a recombination of previously learned patterns using a wider vocabulary. Sentences are listed in a linear fashion. | | | | | | |
| represent narrative (stories), expository (descriptions, comparisons, explanations) or transactional genres (e-mail, invitations). | | | | | | |
| produce short, basic paragraphs with a topic sentence and supporting details within an expository, descriptive, narrative, persuasive genre (sentences start to connect with each other). | | | | | | |
| write cards, simple messages and invitations for other to read (writing to read) | | | | | | |
| write basic information and draw pictures to support oral presentations (writing to speak). | | | | | | |
| write simple directions for others to follow (writing to listen). | | | | | | |
| write narrative paragraphs to retell main events from a story (writing to speak). | | | | | | |
| write key information/notes of film reviews during pair-share tasks for feedback (writing to listen/speak). | | | | | | |
| write relevant information to support reading comprehension for drawing conclusions (writing to read/speak). | | | | | | |
| complete graphic organizers to plan content and express information (writing to speak/write). | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| produce a few sentences with emerging variety in structure that is a recombination of previously learned patterns using a wider vocabulary. Sentences are listed in a linear fashion. | | | | | | |
| represent narrative (stories), expository (descriptions, comparisons, explanations) or transactional genres (e-mail, invitations). | | | | | | |
| write longer texts with more varied sentence structures and a wider range of vocabulary through a series of connected paragraphs within expository (advertisement, resume, speech), narrative (biography, personal travelogue) and transactional (question and answer interview) genres. Sentences connect with each other in a more cohesive manner. | | | | | | |
| write double entry journals, learning logs, brief reports, letters of explanation, basic descriptions of unpredictable events, descriptions of dreams, hopes and ambitions, nonfiction books and reactions to them. | | | | | | |
| write narrative paragraphs to retell main events from a story (writing to speak). | | | | | | |
| write key information/notes of film reviews during pair-share tasks for feedback (writing to listen/speak). | | | | | | |
| write relevant information to support reading comprehension for drawing conclusions (writing to read/speak). | | | | | | |
| react to an oral text expressing thoughts and feelings (listening to write). | | | | | | |
| write to exchange personal experiences (writing to speak). | | | | | | |
| organize thoughts and opinions from group participants for writing persuasive paragraphs (listening to write). | | | | | | |
| write about online or printed controversial issues for presenting meaningful information (reading to write /speak | | | | | | |

Resource 5 Grammar according to Levels CEF

| Council of Europe levels | Grammar | |
|--------------------------|--|--|
| A1 | <p>Adjectives: common and demonstrative</p> <p>Adverbs of frequency</p> <p>Comparatives and superlatives</p> <p>Going to</p> <p>How much/how many and very</p> <p>common uncountable nouns</p> <p>I'd like</p> <p>Imperatives (+/-)</p> <p>Intensifiers - very basic</p> <p>Modals: can/can't/could/couldn't</p> <p>Past simple of "to be"</p> <p>Past Simple</p> <p>Possessive adjectives</p> | <p>Possessive s</p> <p>Prepositions, common</p> <p>Prepositions of place</p> <p>Prepositions of time, including in/on/at</p> <p>Present continuous</p> <p>Present simple</p> <p>Pronouns: simple, personal</p> <p>Questions</p> <p>There is/are</p> <p>To be, including question+negatives</p> <p>Verb + ing: like/hate/love</p> |
| A2 | <p>Adjectives – comparative, – use of than and definite article</p> <p>Adjectives – superlative – use of definite article</p> <p>Adverbial phrases of time, place and frequency – including word order</p> | <p>Past continuous</p> <p>Past simple</p> <p>Phrasal verbs – common</p> <p>Possessives – use of 's, s'</p> <p>Prepositional phrases (place, time and</p> |

| | | |
|----|--|--|
| | <p>Adverbs of frequency</p> <p>Articles – with countable and uncountable nouns</p> <p>Countable and Uncountable: much/many</p> <p>Future Time (will and going to)</p> <p>Gerunds</p> <p>Going to</p> <p>Imperatives</p> <p>Modals – can/could</p> <p>Modals – have to</p> <p>Modals – should</p> | <p>movement)</p> <p>Prepositions of time: on/in/at</p> <p>Present continuous</p> <p>Present continuous for future</p> <p>Present perfect</p> <p>Questions</p> <p>Verb + ing/infinitive: like/want-would like</p> <p>Wh-questions in past</p> <p>Zero and 1st conditional</p> |
| B1 | <p>Adverbs</p> <p>Broader range of intensifiers such as too, enough</p> <p>Comparatives and superlatives</p> <p>Complex question tags</p> <p>Conditionals, 2nd and 3rd</p> <p>Connecting words expressing cause and effect, contrast etc.</p> <p>Future continuous</p> <p>Modals - must/can't deduction</p> | <p>Past continuous</p> <p>Past perfect</p> <p>Past simple</p> <p>Past tense responses</p> <p>Phrasal verbs, extended</p> <p>Present perfect continuous</p> <p>Present perfect/past simple</p> <p>Reported speech (range of tenses)</p> <p>Simple passive</p> |

| | | |
|---|--|--|
| | Modals – might, may, will, probably Modals – should have/might have/etc Modals: must/have to | Wh- questions in the past Will and going to, for prediction |
| B2 | Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals – can't have, needn't have Modals of deduction and speculation Narrative tenses Passives | Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past |
| Source: British Council / EQUALS Core Inventory | | |