



DIRECCIÓN DE DESARROLLO CURRICULAR  
Departamento de Tercer Ciclo y Educación Diversificada



**Teacher's Guide** for the New English Curriculum  
**UNIT 1** Eleventh Grade

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## **Autoridades**

**Giselle Cruz Maduro**

Ministro de Educación Pública

**Melania Brenes Monge**

Viceministra Académica de Educación

**María Alexandra Ulate Espinoza**

Directora de la Dirección de Desarrollo Curricular

**Rigoberto Corrales Zúñiga**

Jefe del Departamento de Tercer Ciclo y Educación

## **Comisión redactora**

**Mag. Marianella Granados Sirias,**

Asesora Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

**Mag. Alfredo Ortega Cordero,**

Asesor Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

### **Unidad 1**

**Sandra Araya Acuña**

Asesora Regional de Inglés, Dirección Regional de Guápiles

### **Docentes de Inglés de Tercer Ciclo y Educación Diversificada, DREG**

Cinthya Sánchez Granados, Sección Nocturna CTP Las Palmitas y CTP Agroportica

Kimberly Vindas Astúa, Liceo Rural Palacios-El Ceibo

Tatiana Contreras Obando, Liceo Rural Línea Vieja

### **Voluntarios**

Revisión de la unidad

Kevin Hayes

Sylvia Anchia

### **Noelia González Cascante**

Dirección de Regional de Educación Guápiles, Diseño de portada

## Forward letter to the teachers

Dear Teacher,

This module focuses on supporting you as facilitators as you help your colleagues in the process of understanding and implementing the new English syllabus. Thank you for your commitment to the goal of transforming English Classrooms across Costa Rica through Action-Oriented Teaching and Learning.

This document contains a range of resources and key elements to assist you in collaborative environments as you make your way through the four following stages (proposed by Patrick Moran, a respected authority in language teacher education):

- \* Knowing about--by understanding the concepts and principles of the curricular English teaching and learning reform.
- \* Knowing why--by internalizing the purpose of the English reform as a response to contributing to the formation of the new citizen the country requires.
- \* Knowing how--by developing and implementing the action-oriented learning tasks when designing lesson plans, assessment instruments and follow up actions to best serve learners.
- \* Knowing oneself--by reflecting upon and reviewing your personal beliefs and teaching practices.

In conjunction with the materials in this module, we are encouraging you to build partnerships with other colleagues and to contextualize the material and ideas given according to your learners' needs and context.

Furthermore, we invite you to develop your knowledge and skills as lifelong learners to improve mediation practices and to build confidence and motivation to teach. To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities.

Best,

Marianella and Alfredo

*Asesoría Nacional de Inglés Departamento de Tercer Ciclo y Educación Diversificada*

## Summary of the Syllabus Theoretical Framework

### Introduction: Why a new English Curriculum?

1. Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to succeed in the information age as 21<sup>st</sup> century learners.
2. Pre-school, elementary, and secondary school's curriculum required an update in order to have more pertinent target content.
3. Learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction.
4. Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world.

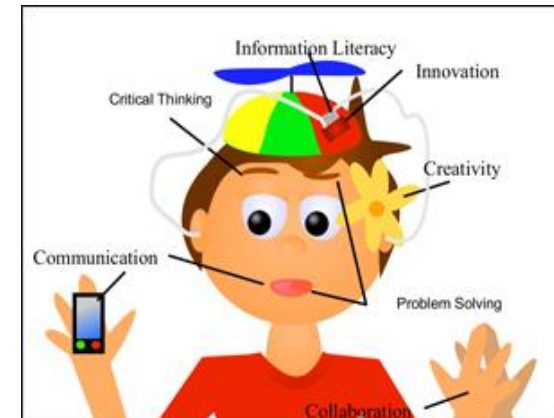
Purpura (2016) summarized these competences as follows:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

Education for a new citizenship reinforces the need of 21<sup>st</sup> century learners who integrate proactively in a globalized world while strengthening their national and global identity.



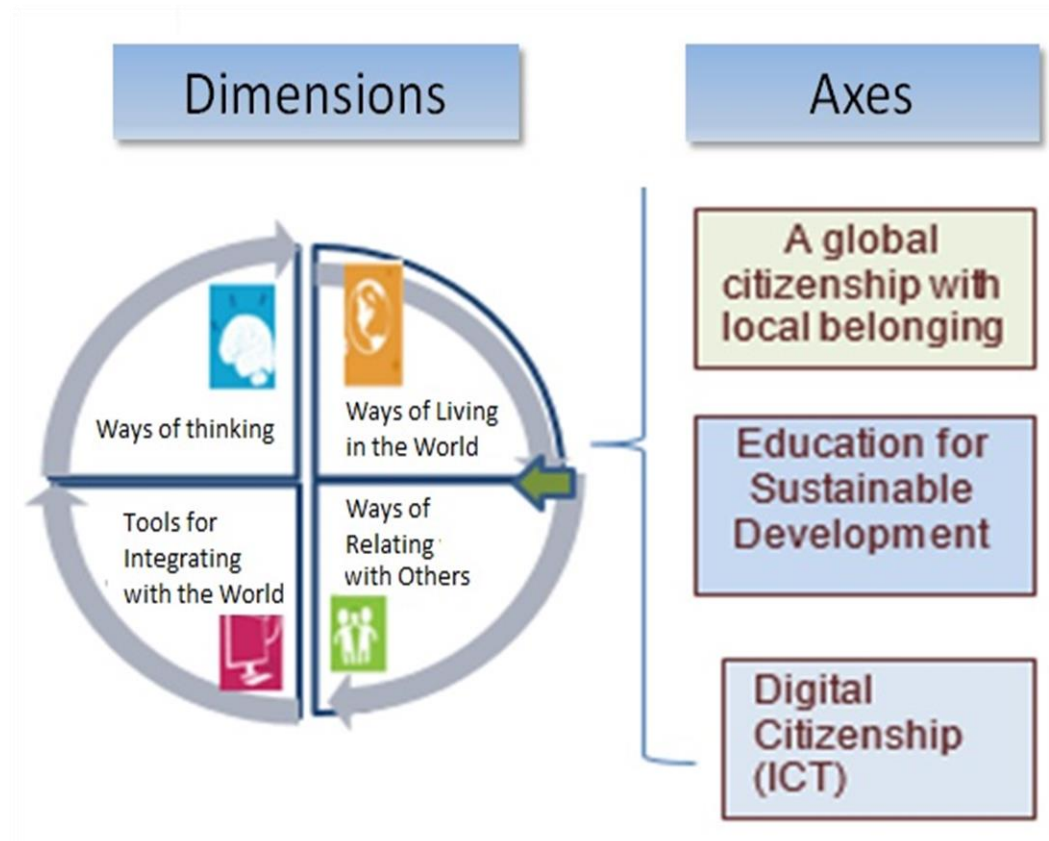
Source: <http://web.tech4learning.com/blog-0/bid/45149/The-21st-century-classroom-where-the-3-R-s-meet-the-4-C-s>

## The Learner as a New Citizen

Education for a new citizenship envisions learners as active agents of change able to:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.
- Practice peaceful conflict resolution and search for democratic solutions.
- Harmonize social and economic development and environmental sustainability.
- Take action in favor of sustainability of local, national, and global resources.
- Be aware of a global world where national borders have become more diffused.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Be compassionate national and global citizens.
- Practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- Defend and protect Human Rights and be against all forms of discrimination.

Figure 2. Dimension for Educating for a New Citizenship

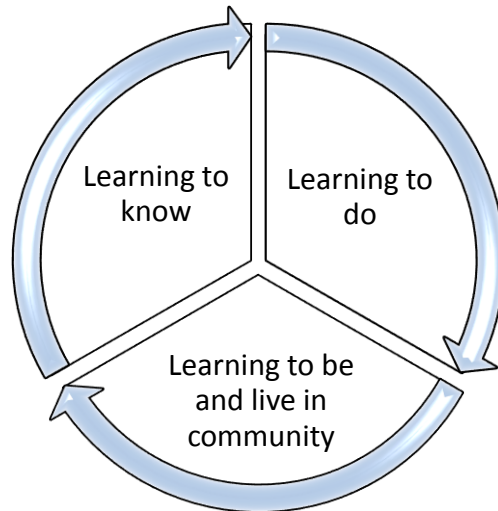


## What are the legal underpinnings and how are they related to language teaching and learning?

Policy for the 21th Century highlights three philosophical trends:

	<b>Rationalism</b>	<b>Humanism</b>	<b>Constructivism</b>
<b>Understanding</b>	Development of complex, challenging, creative and critical thinking skills,	Full realization of the human being, as a person with rights and responsibilities.	Construction and reconstruction of understandings and learnings
<b>Implications for teaching</b>	Cooperative learning and pedagogical scaffolding	Sensitivity to and awareness of learning styles and affective variables	Problem solving, inductive and deductive teaching, and experiential learning

The policy “*The School as the Core of the Quality of Costa Rican Education*” recognizes three dimensions of learning:

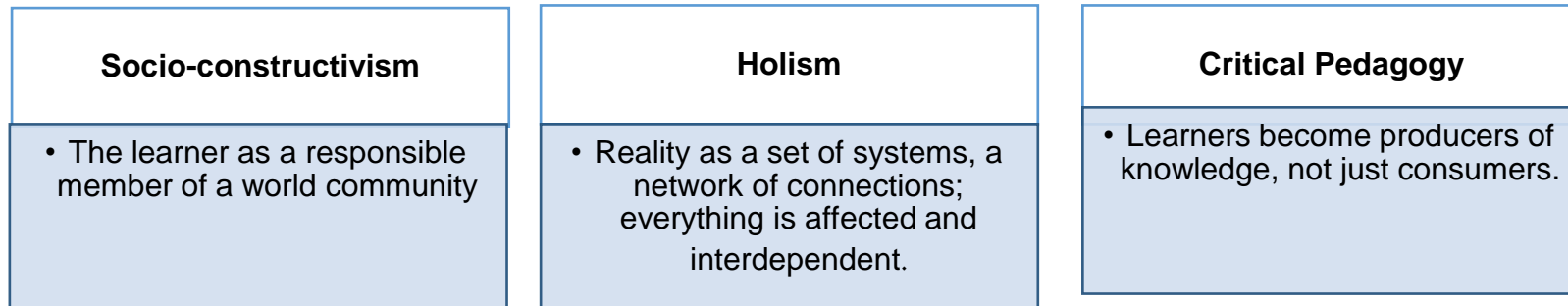




Language Learning Considerations

Considerations	Understanding	Implications for Language Learning
Philosophical	It focuses on the learner as a social agent who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights.	Learning environments and experiences should promote dialogue and creative responses to solve real-life problems.
Psychological	It seeks the whole development of the person and is associated with the person’s affective dispositions.	Pedagogic mediation is flexible, inclusive, and culturally relevant, respecting the individual differences of each student in the classroom.
Neurological	It is related to the brain’s architecture and how maturational processes influence language development.	Underscores the importance of starting the learning of foreign languages early in life and in scaffolding the L1 to help L2 acquisition.
Socio-cognitive	It is related to the brain’s architecture (attention, short-term long-term working memory) and how it functions to process information (metacognition) related to learning and communication.	Connects to the complexity and the cognitive load of tasks presented to learners.
Socio-cultural	It includes the elements of diversity, interdependence, and interconnection with among others.	Addresses learning new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

**Which pedagogical trends influence the teaching practices?**

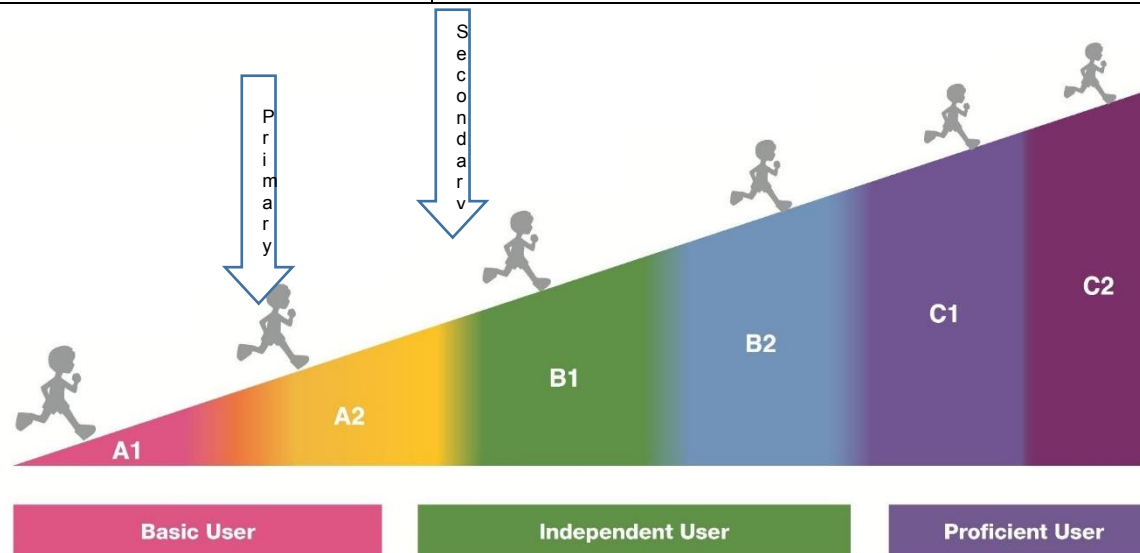


## The Common European Framework of Reference (CEFR)

*CEFR describes proficiency levels based on accumulated evidence gathered over time from learner activities, tasks, or projects.*

### Implications:

- Standard Terminology
- Track student progress
- Descriptors – teaching, learning, and assessment
- Learners monitor and take responsibility
- Transferability across settings
- Parent communication





## Costa Rican general descriptors according to CEFR English proficiency bands

<b>Basic User</b>	A1	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>• Can show limited ability to use simple grammatical structures and conventions, such as punctuation and capitalization.</li> </ul> <p><b>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>• Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping.</li> <li>• Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>• Can use level and age appropriate linguistic resources to integrate information from a reading, listening or other inputs to perform from one skill modality to another (e.g., listening to speak, reading to write) to achieve the goal of the scenario.</li> <li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
	A2	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.</li> <li>• Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles).</li> </ul>

<p style="text-align: center;"><b>Basic User</b></p>	<p style="text-align: center;">A2</p>	<p><b>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>• Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources including a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consisting of strategies such as cooperating and coping.</li> <li>• Can use the A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>• Can use level and age appropriate linguistic resources to integrate information from a reading, listening, or other input to perform from one skill modality to another (e.g., listening to speak, read to write) in order to achieve the goal of the scenario (e.g. -</li> <li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
<p style="text-align: center;"><b>Independent User</b></p>	<p style="text-align: center;">B1</p>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and/or leisure time like a radio or TV program when the delivery is relatively slow and clear.</li> <li>• Can understand texts that consist mainly of high frequency every day or job-related language.</li> <li>• Can understand the description of events, feelings, and wishes in personal letters.</li> <li>• Can deal with most situations likely to arise while travelling in an area where the language is spoken.</li> <li>• Can enter into conversations unprepared, on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</li> <li>• Can produce simple connected text on topics, which are familiar, or of personal interest.</li> <li>• Can narrate a story from a book or film and describe personal reaction.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li> <li>• Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about family, hobbies and interests, work, travel, and news and current events.</li> </ul> <p><b>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</b></p>

<p><b>Independent User</b></p>	<p>B1</p>	<ul style="list-style-type: none"> <li>• Can use the B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.</li> <li>• Can use the B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>• Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario.</li> <li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
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## The Action-Oriented Approach

<p><b>Learner</b></p> 	<ul style="list-style-type: none"> <li>• An agent/performer with intercultural awareness skills.</li> <li>• Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences).</li> <li>• Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.</li> </ul>
<p><b>Teacher</b></p> 	<ul style="list-style-type: none"> <li>• Facilitator, coach, resource person, guide, advisor, and observer.</li> <li>• Helps the learner become autonomous and be successful in the completion of the task.</li> <li>• Provides effective feedback in the process of learning.</li> <li>• Shows expert role but shares this responsibility with the learner.</li> </ul>
<p><b>Learning Resources</b></p> 	<ul style="list-style-type: none"> <li>• Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements.</li> <li>• Appropriate to the learner's needs and competence level.</li> <li>• Intercultural perspective</li> </ul>
<p><b>Aims of communicative activities/tasks</b></p> 	<ul style="list-style-type: none"> <li>• Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences.</li> <li>• The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.</li> </ul>
<p><b>Learning Environment</b></p> 	<ul style="list-style-type: none"> <li>• Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.</li> </ul>
<p><b>Assessment</b></p> 	<ul style="list-style-type: none"> <li>• Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored.</li> <li>• The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.</li> </ul>

### **Basic Principles of the Action-Oriented Approach**

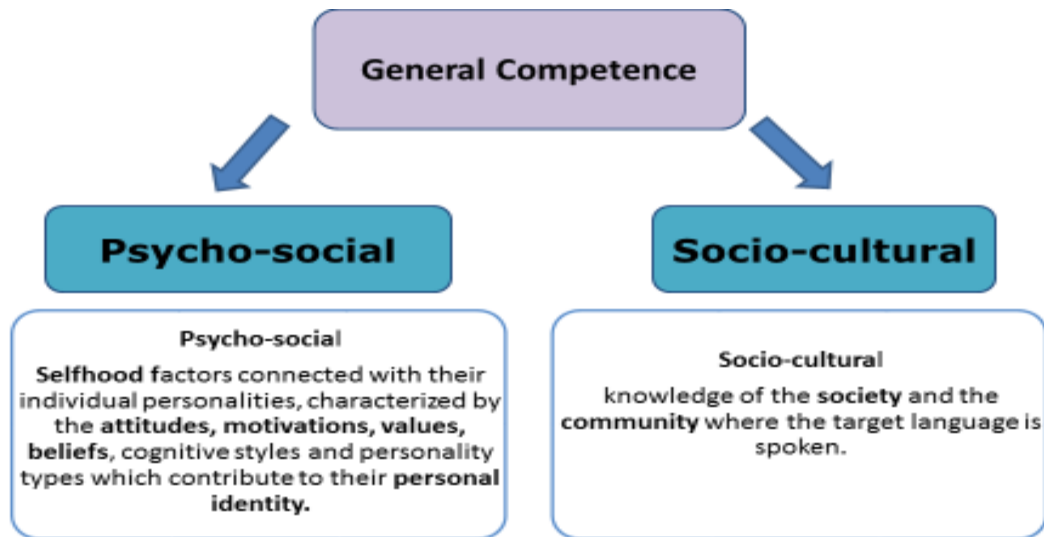
1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials ensuring comprehensible input, as much as possible.
5. The ICT becomes an important tool to create meaningful learning experiences.
6. 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.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication

### **General competences**

Consist of knowledge, skills, and abilities to learn existential competences that are not language-specific but learners need to know when performing different actions included in language activities.

### **Competence**

The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.”

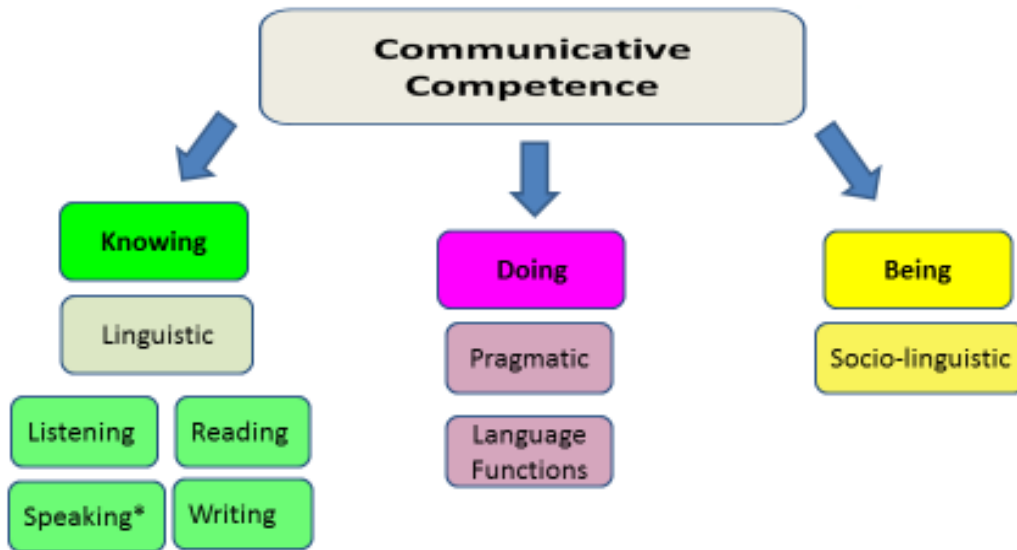


### Communicative competence

The communicative language competences involve knowledge, skills, and understanding of each of the following three components:

- **Linguistic Component:** Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic Component:** Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.
- **Pragmatic Component:** Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event or how to participate in a job interview.





### Communication

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction.

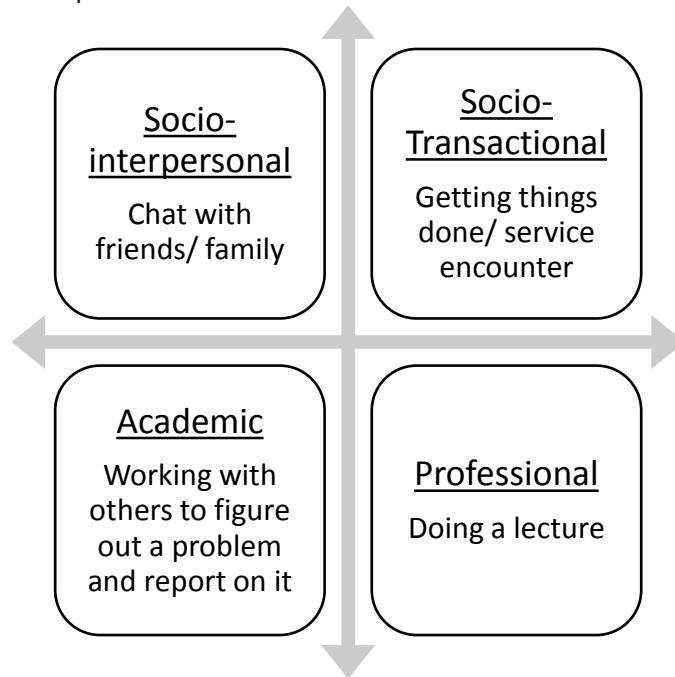
### Tasks

Tasks are defined as any purposeful action considered by an individual, necessary to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved. This product may be a brochure for tourists, a blog entry, or a fundraising project for a humanitarian cause.

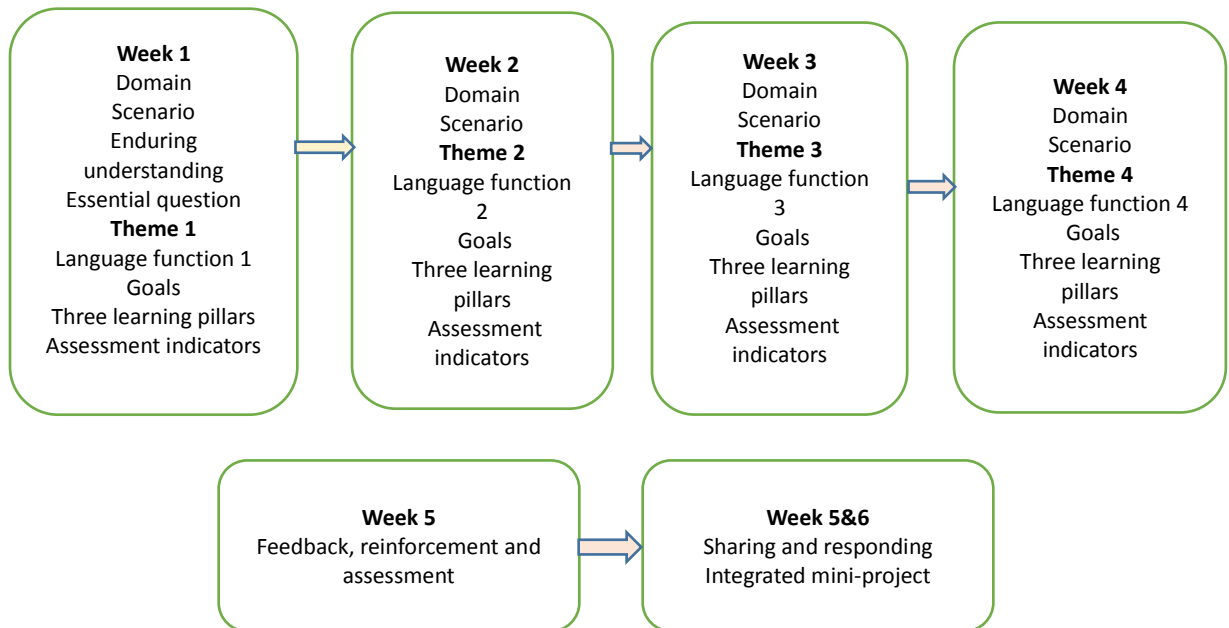
Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and professional) with a clearly defined goal and a specific outcome.

### How are lessons planned?

Lesson planning will be developed based on scenarios that focus on one or more of four different domains.



A unit is six weeks. Lesson plans are created weekly based on themes. Here is an example of how it can be done.



## Didactic Planning for Secondary

<b>Term:</b>	<b>Level:</b>	<b>Unit:</b>	<b>Week:</b>
<b>Domain:</b>		<b>Scenario:</b>	<b>Theme:</b>
<b>Enduring Understanding:</b>			
<b>Essential Question:</b>			
<b>New Citizenship:</b>			
<b>Dimensions</b>			
1. Ways of thinking ( )			
2. Ways of living in the world ( )			
3. Ways of relating with others ( )			
4. Tools for integrating with the world ( )			
<b>Learn to Know</b>		<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
Grammar & Sentence Frames Vocabulary Phonology		Function Discourse Markers	Psycho-social Socio-cultural
<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
Learner...	Learner can		
<b>Integrated Mini-Project</b>			<b>Time</b>
Phase: _____			
<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<b>Enduring Understanding Reflection</b>			

<b>Template Elements</b>	
<b>Level</b>	Grade level of the unit
<b>Unit</b>	1 of 6 in a year, includes Scenario, 4 themes, Enduring Understanding, Essential Question, Goals, pillars of learning, mediation strategies, assessment, and an Integrated Mini Project
<b>Domain</b>	Refers to the broad sectors of social life in which social agents (learners) operate
<b>Scenario</b>	A real-life context referenced for an entire unit
<b>Themes</b>	The focus of attention for each week that refers back to the real life scenario. (context rather than content)
<b>Enduring Understanding</b>	Big ideas to guide the teacher that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom. (1 per unit)
<b>Essential Question</b>	A question which fosters understanding and critical thinking in learners. (Can be adapted to theme.)
<b>Linguistic Competencies</b>	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing).
<b>Goals</b>	Can-do performance descriptors
<b>Oral and Written Comprehension</b>	What a learner can understand or can do when listening and/or reading.
<b>Oral and Written Production</b>	What a learner can speak and write.
<b>Learn to Know</b>	Learning pillar that includes Grammar and sentence frames, Vocabulary, and Phonetic Awareness/Phonology.
<b>Grammar &amp; Sentence Frame</b>	The grammatical components that will be covered in the unit.
<b>Phonemic Awareness/ Phonology</b>	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds.
<b>Vocabulary</b>	Words learners need to know to communicate effectively within a domain, scenario, and theme.
<b>Learn to Do</b>	Learning pillar that includes Functions and Discourse Markers
<b>Function</b>	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing).
<b>Discourse Markers</b>	Linking words or phrases that connect one piece of discourse with another one (e.g., <i>and</i> , <i>because</i> ).
<b>Learn to Be and Live in Community</b>	The Learning pillar that includes Psycho-social, Sociocultural, Social Language, Idioms, and quotes.

**Template Elements**

<b>Psycho-social</b>	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors.
<b>Sociocultural</b>	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents
<b>Suggested Mediation Strategies</b>	Organized, purposeful and scaffolded learning experiences
<b>Assessment Strategies</b>	Required evidence of student's learning
<b>Integrated Mini Project</b>	A more complex task which includes a four-phase process (participating, thinking, acting out, responding and sharing) that integrates skills and unit's goals and leads to a final product.

## General Mediation Principles for Third Cycle and Diversified Education

English teaching places priority on the fine-tuning of learners' communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach the B1 or A2+ level, based on the descriptors of the CEFR.

- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then they share the essential question with the learners and the learning goals/expected outcomes for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect learners with the core ideas that have lasting value beyond the classroom.
- Lessons follow a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within a meaningful context.
- The teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences.

## Mediation Sequence

Comprehension		Production	
Oral	Written	Oral	Written
<ul style="list-style-type: none"> <li>• <i>Planning</i> <ul style="list-style-type: none"> <li>✓ pre-listening</li> <li>✓ motivating</li> <li>✓ contextualizing</li> <li>✓ explaining task goal</li> </ul> </li> <li>• <i>Listening for the first time</i> (general understanding);</li> <li>• <i>Pair/group feedback</i></li> <li>• <i>Listening for the second time</i> (more detailed understanding)</li> <li>• <i>Self/co- assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Planning</i> <ul style="list-style-type: none"> <li>✓ pre-reading</li> <li>✓ explaining task goal</li> <li>✓ use typographical clues</li> <li>✓ list difficulties and strategies on how to cope</li> </ul> </li> <li>• <i>Reading for the first time</i></li> <li>• <i>Pair/group feedback</i></li> <li>• <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features/language forms)</li> <li>• <i>Self/co-assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spoken interaction</i> <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> <li>✓ Rehearsing</li> <li>✓ interacting</li> </ul> </li> <li>• <i>Spoken production</i> <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> <li>✓ Rehearsing</li> <li>✓ Producing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pre-writing</i></li> <li>• <i>Drafting</i></li> <li>• <i>Revising</i></li> <li>• <i>Editing</i></li> <li>• <i>Publishing</i></li> </ul>

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to learners individually, in pairs, or teams.

- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners' performance and encourages them when necessary.
- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners' attention, and provide additional pedagogical resources to learners who need more practice.
- At the end of each unit, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for learners to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

## Classroom Setting in the Action Oriented Approach

When implementing the action oriented lessons in your English class; remember to:

- a) Consider learners' interests and needs.
- b) Offer opportunities to work in pairs, in small groups, and as a whole class.
- c) Create a context for learning and reflecting.
- d) Provide multiple opportunities to develop communicative competence.
- e) Use different classroom layouts: the horseshoe, chairs in a circle, traditional rows and nested tables in groups.



## Phonological Competence and the Use of RAPP...

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

#### Recognize

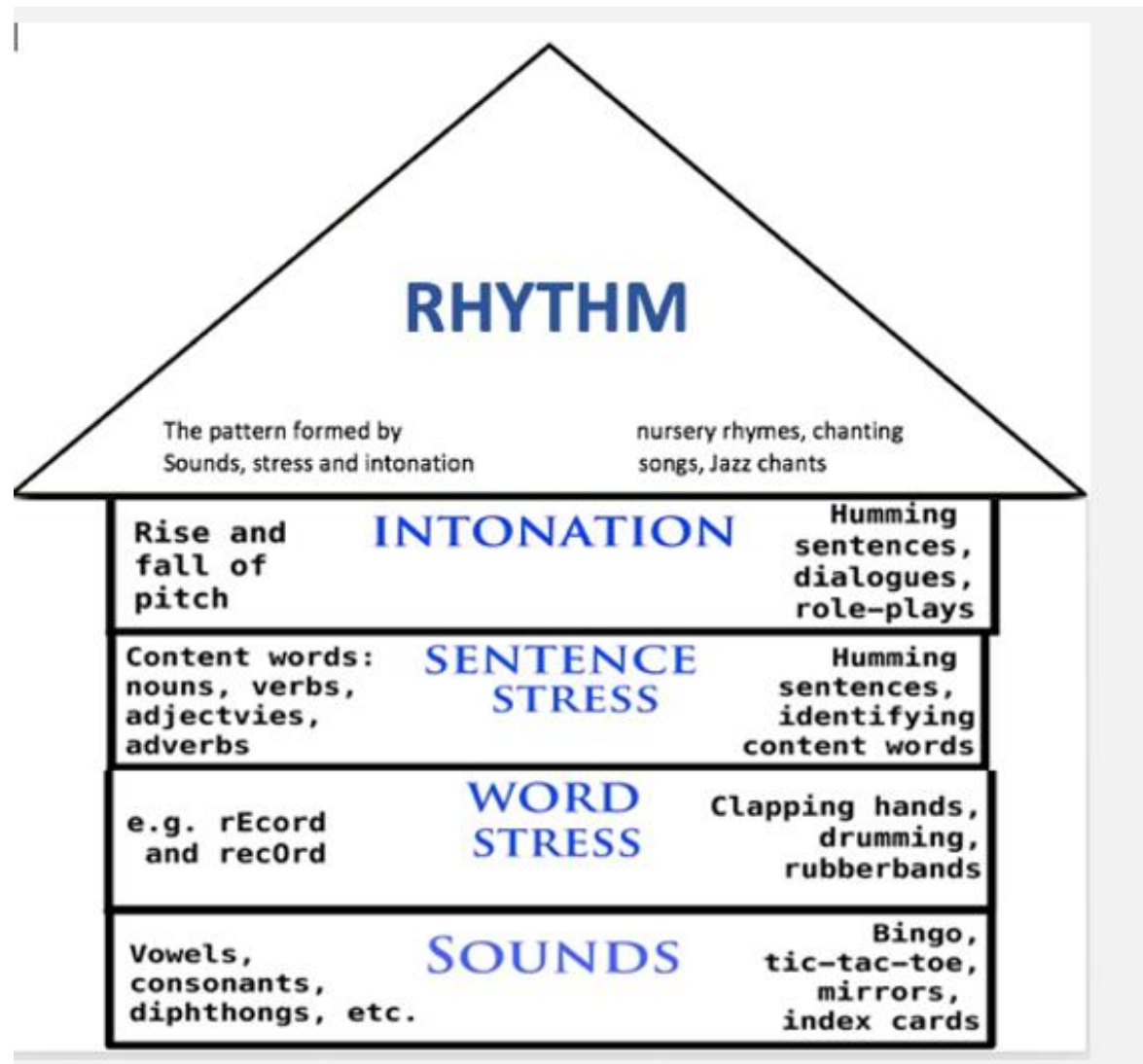
- the sound, word stress, sentence stress, intonation, rhythm or notes, often in comparison to something else.
- Isolated
- Repetitive
- Embedded

#### Articulate the sound

- What does it take to make the sound? (which “tools” are used to make the sound? Teeth, lips, tongue, air, no air, vibration, no vibration etc.)
- Which syllables are stressed? What happens to the non-stressed syllables?
- Which notes are involved?
- How can I figure out the rhythm?

#### Practice & Produce

- Produce the sound, stress, notes or rhythm
- Slowly **produce??** the isolated sound, stress, notes or rhythm.
- Repeat**, slowly gaining speed.
- Embedded in a longer utterance



And you can also use

# R.A.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

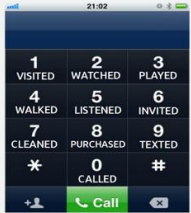
## ARTICULATION

➤ 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)

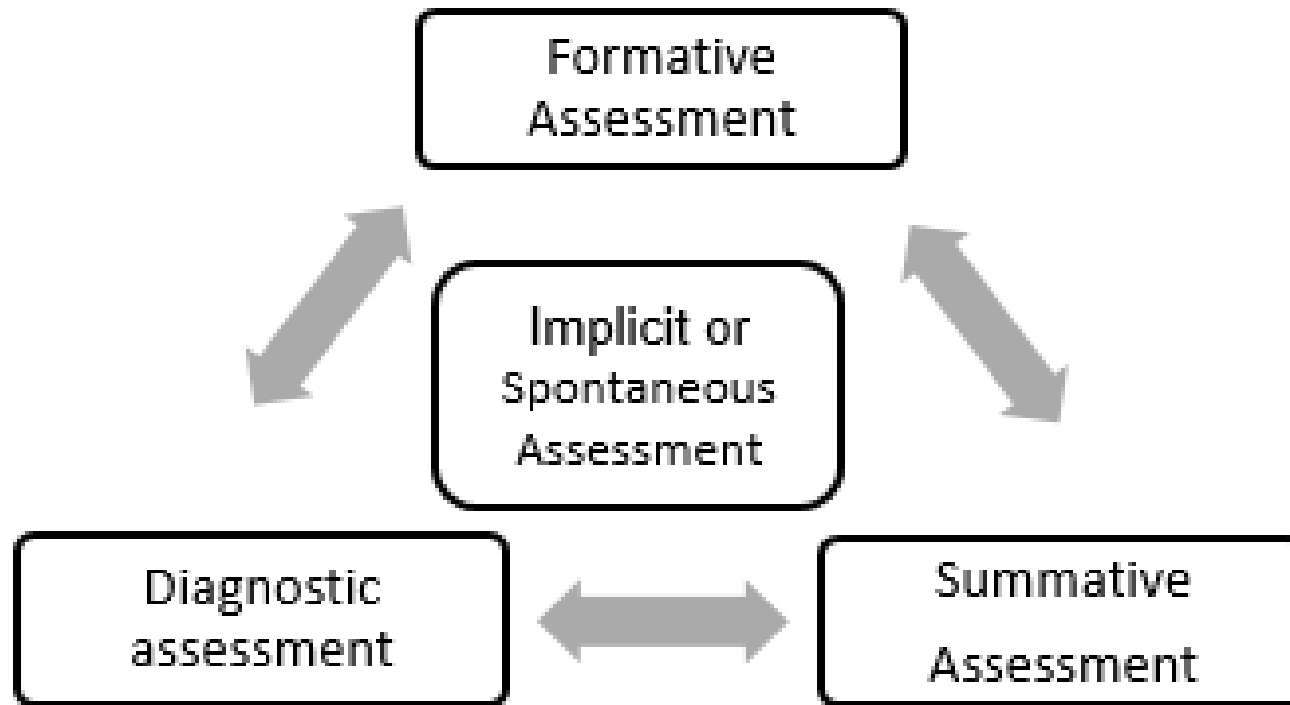
## How is learning assessed?

Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multi-phase process, which responds to these four fundamental questions: Why assess learning? What learning to assess? How to assess it? Which are the pedagogical implications in the learning?

The purpose of assessment is to serve each learner's growth and learning. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps so that learners can receive the support needed to be successful. The "what" of assessment involves gaining clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario and theme, specified knowledge, skills and abilities using the target language. Assessment can also be discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses grammatical, semantic and pragmatic knowledge -- form, meaning and use (Purpura, 2014, p 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective, socio-cultural and linguistic demands on the learner will be similar to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices; therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed.

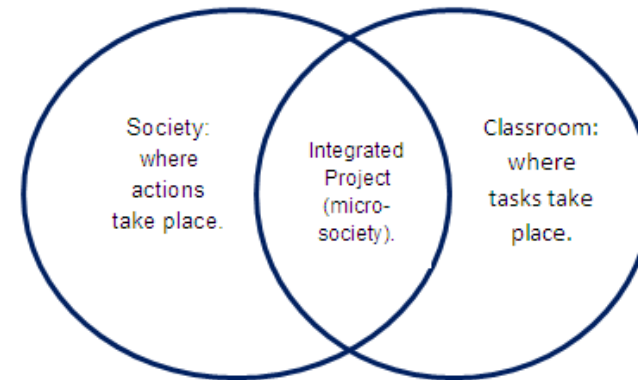
Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about learners' learning and performance.



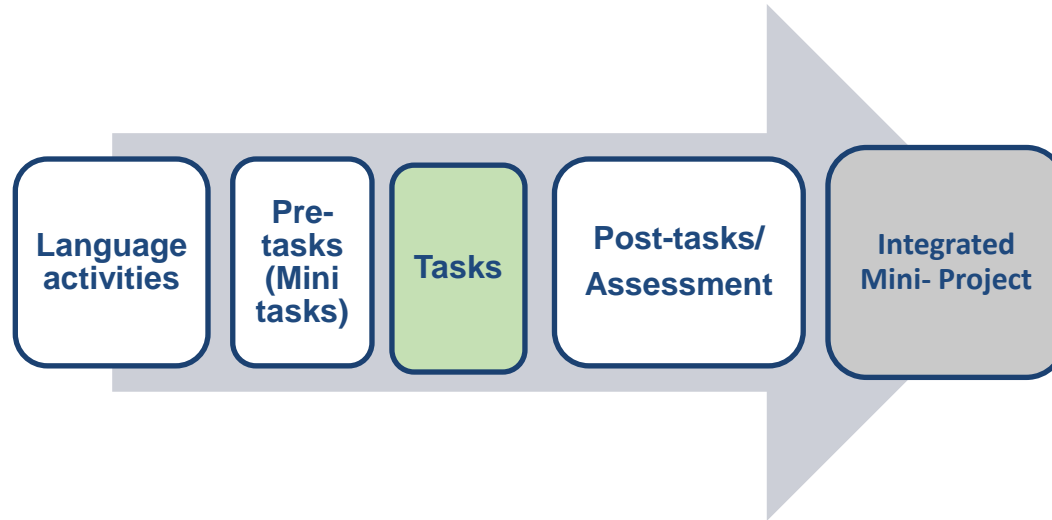
## Integrated Mini- Project

A more complex “learn to do” classroom task for each unit.

- ✓ Learners (as social agents) integrate knowledge, skills and abilities (KSA), within the domain, scenario, themes, the enduring understanding and essential questions of the unit
- ✓ Proactive (not reactive)
- ✓ Interconnected with classroom activities
- ✓ Formative, skill-integrated performance
- ✓ Collective actions (social dimension)
- ✓ Promotes democratic citizenship (CEFR p.12)
- ✓ Integrates skills and unit’s goals and leads to a final product.



AOA Task Oriented to a Product  
Keep the end in mind!



**Phases for the Integrated Mini-Project**

**1. Participating/Negotiating (Week 1 or 2)**

Brainstorming, discussing, negotiating, making decisions to form different groups according to their interest, language abilities, etc.

**2. Thinking/planning (Week 3 or 4)**

Planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members.

**3. Acting out/Completing MP (oral/written) (Week 5)**

Completing the product, rehearsing, practicing the mini-project presentation.

#### 4. Responding and Sharing (Week 6)

Groups creatively deliver the mini-project, answer questions from the audience and in pairs, or groups self or co-assess it.

##### 7<sup>th</sup> - Unit 3 – Example

#### Promoting local tourism

Integrated Mini-Project: Tourist Brochure to support local tourism

Task description:

You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local tourist attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful in everyday life?

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

Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan the next phase.

Phase 2: **Thinking for planning:** (5 or 10 minutes in week 3 or 4)

Plan your brochure. Think what to do (the information you need to find, the time and organization of the work (what to write and distribute what each member is going to do).

Phase 3: **Acting out to complete the Mini Project –oral & written:** (week 5)

In your group, complete the brochure in class, rehearse and organize the presentation.

Phase 4: **Responding and sharing** (week 6)

creatively present the brochure to the class, respond to questions from the audience using the instruments to self or co-assess the project (or brochure)





<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Introducing Scenario</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Completion of Integrated Mini-Project</b>	<b>Presentatio n of MP</b>
<i>Participating/ negotiating</i>  Selecting Integrated Mini- Project (5-10 min)	<i>Participating/ negotiating</i>  Planning Integrated Mini- Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini-Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini- Project (5-10 min)	<i>Acting out/ completing MP</i>  Completion of Integrated Mini- Project	<i>Responding and sharing</i>  Presenting the IMP

## What is the teacher's profile to implement this new curriculum?

### Teacher's Profile

Types of knowledge Orientations to	Learn to know What the teacher needs to know Teacher ...	Learn to do What the teacher needs to do Teacher ...	Learn to be and live in community How the teacher needs to be Teacher ...
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> <li>is certified with B2/C1 English language proficiency</li> <li>is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines.</li> <li>is well informed about local and global issues.</li> <li>is knowledgeable about updated English language theories and methodologies.</li> <li>develops action research practices to improve teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>supports self and co-learning communities and collaborative environments among colleagues and learners.</li> <li>favors meaningful and reflective learning.</li> <li>promotes ownership of cultural belonging and intercultural representations.</li> <li>implements cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner's styles preferences.</li> <li>implements diverse and relevant methodologies and ICT as tools to empower learning and action research.</li> <li>designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English.</li> </ul>	<ul style="list-style-type: none"> <li>is aware and sensitive about local and global issues and learners' affective and socio-cultural needs.</li> <li>promotes learner's high expectations with inclusive and positive classroom environments.</li> <li>supports critical and creative thinking processes beyond the class.</li> <li>promotes qualities for developing the new citizenship principles.</li> <li>promotes learner's family participation in the learning process.</li> <li>reflects on ethical teaching practices and assessment to respond to learners needs.</li> </ul>
Education for Sustainable Development	<ul style="list-style-type: none"> <li>knows about the implications of human actions over the environment.</li> </ul>	<ul style="list-style-type: none"> <li>participates together with staff, in school community projects related to education for sustainable development and others.</li> <li>practices eco-friendly actions.</li> <li>promotes collective and individual environmental care practices.</li> </ul>	<ul style="list-style-type: none"> <li>is aware of human action over the planet and the role of education as preventive element to mitigate effects.</li> </ul>
New Digital Citizenship	<ul style="list-style-type: none"> <li>is knowledgeable about basic ICT to favor the implementation of didactic units.</li> </ul>	<ul style="list-style-type: none"> <li>applies new ICT in the teaching and learning process.</li> <li>supports innovation and creativity.</li> <li>develops a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICT.</li> </ul>	<ul style="list-style-type: none"> <li>is aware of the benefits of ICT as supportive tools.</li> <li>promotes learner's autonomy, ethical and social responsible use of ICT.</li> </ul>

## What is expected from learners?

### Learner's Exit Profile

<b>New Citizenship Learner Exit Profile for Third Cycle</b>			
<b>Types of knowledge</b>	<b>Learn to know</b>	<b>Learn to do</b>	<b>Learn to be and live in community</b>
	What the learner needs to know	What the learner needs to do	How the learner needs to be
<b>Orientations to</b>	<b>Learner ...</b>	<b>Learner...</b>	<b>Learner...</b>
A Global Citizenship with Local Belonging.	<ul style="list-style-type: none"> <li>▪ extracts explicit information from simple texts.</li> <li>▪ uses data for applying information in different situations.</li> <li>▪ creates connections between different information, themes and scenario.</li> <li>▪ uses prior information for comprehending graphs, question and data.</li> <li>▪ discriminates relevant information for decision-making and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ performs different roles when working in groups.</li> <li>▪ applies knowledge and procedures in context.</li> <li>▪ checks his /her learning strategies.</li> <li>▪ plans data resources and strategies for tasks.</li> <li>▪ uses group feedback to check understanding.</li> <li>▪ participates with autonomy and collaborative actions for reaching goals.</li> <li>▪ learns from mistakes and complex group situations for reaching agreements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognizes his/her own rights and responsibilities and the ones of others.</li> <li>▪ participates in peaceful conflict solving.</li> <li>▪ expresses in words and actions values of justice, equity and human relations.</li> <li>▪ questions and adjust values, attitudes and beliefs among people and living creatures.</li> <li>▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence.</li> <li>▪ accepts feedback from others.</li> <li>▪ recognizes strengths and limitations of ideas and procedures.</li> </ul>
Education for Sustainable Development	<ul style="list-style-type: none"> <li>▪ knows different ways of facing environmental risks affecting life.</li> <li>▪ proposes alternative solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ participates in improvement of local, regional and global life conditions.</li> <li>▪ makes decisions for improving well-being.</li> </ul>	<ul style="list-style-type: none"> <li>▪ differentiates believes, attitudes, actions over sustainable development.</li> <li>▪ values the implication of efforts over the achievement of goals.</li> </ul>
New Digital Citizenship	<ul style="list-style-type: none"> <li>▪ knows main characteristics of digital means for accessing information.</li> <li>▪ organizes diverse and basic information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes.</li> <li>▪ uses digital tools efficiently.</li> <li>▪ applies apps and programs as useful tools.</li> <li>▪ discriminates digital information from different reliable sources.</li> <li>▪ uses digital tools to find useful information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations.</li> <li>▪ applies inclusive principles and respect within digital communication messages.</li> </ul>

## Distribution of Scenarios Academic and Technical Diversified Education

Academic Diversified Education		Technical Diversified Education		
10 <sup>th</sup> Level Scenarios	11 <sup>th</sup> Level Scenarios	10 <sup>th</sup> Level Scenarios	11 <sup>th</sup> Level Scenarios	12 <sup>th</sup> Level Scenarios
<ul style="list-style-type: none"> <li>• Love What We Do!</li> <li>• Stories Come in All Shapes and Sizes</li> <li>• A World of Differences</li> <li>• Caution: Fragile World- Handle with Care.</li> <li>• #High Tech *</li> <li>• High Touch</li> <li>• What Comes Next</li> </ul>	<ul style="list-style-type: none"> <li>• Recipes for Success</li> <li>• From the Wheel to the Drone</li> <li>• The Earth–Our Gift and Our Responsibility</li> <li>• Get Ready. Get set. Go!</li> <li>• Really? (Controversial issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Love What We Do!</li> <li>• Stories Come in All Shapes and Sizes</li> <li>• A World of Differences</li> <li>• Caution: Fragile World- Handle with Care</li> </ul>	<ul style="list-style-type: none"> <li>• #High Tech *</li> <li>• High Touch</li> <li>• What Comes Next</li> <li>• Recipes for success</li> <li>• From the Wheel to the Drone</li> </ul>	<ul style="list-style-type: none"> <li>• The Earth–Our Gift and Our Responsibility</li> <li>• Get Ready. Get set. Go!</li> <li>• Really? (Controversial issues)</li> </ul>

**\*Se realiza corrección del cuadro que aparece en la página 59 del programa de estudio.**

## Sequence of Scenarios and Themes for Third Cycle and Diversified Education

Scope and Sequence Third Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Seventh</b>	<p><b>Scenario:</b> Here I Am!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Hello, Hi there, Hey, Bye</li> <li>• Building Community</li> <li>• Let's Get Personal</li> <li>• Meet My Family</li> </ul>	<p><b>Scenario:</b> Enjoying Life</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• My Daily Routine</li> <li>• Eating Habits</li> <li>• Hanging out</li> <li>• Things I Like to Do</li> </ul>	<p><b>Scenario:</b> Getting Back to Nature</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Natural Wonders in My Backyard</li> <li>• Marvels in Costa Rica</li> <li>• A World of Wonders</li> <li>• Where can I go next?</li> </ul>	<p><b>Scenario:</b> Checking Things off a Shopping List</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• My Family's Grocery List</li> <li>• Going Shopping</li> <li>• Does This Fit Me?</li> <li>• How Much Does It Cost?</li> </ul>	<p><b>Scenario:</b> Let's Celebrate Costa Rican Culture!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• How my family and I celebrate "Tico" culture</li> <li>• How my community celebrates "Tico" culture</li> <li>• How other Costa Rican communities celebrate "Tico" culture</li> <li>• How Costa Ricans celebrate national "Tico" culture</li> </ul>	<p><b>Scenario:</b> Getting from Here to There</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Knowing where I want to go</li> <li>• Knowing where It is</li> <li>• Knowing how to get there</li> <li>• Knowing what I need and when</li> </ul>

<b>Eighth</b>	<p><b>Scenario:</b> My High School...Our place</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• High School -- Bring it on!</li> <li>• A Day in the Life of My High School.</li> <li>• What is Your Next Class?</li> <li>• High School through the Eyes of my Friends.</li> </ul>	<p><b>Scenario:</b> Let the Good Times Roll</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Fun times: Inside and Out</li> <li>• What's your favorite ____?</li> <li>• Ready to Play: Tell Me the Rules</li> <li>• Up Close and Personal</li> </ul>	<p><b>Scenario:</b> Something to Celebrate!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Let's Celebrate: Holidays with My Family</li> <li>• Let's Celebrate: Latin American Holidays and Festivals</li> <li>• Let's Celebrate: Holidays and Festivals around the World</li> <li>• A Holiday to Remember: One of my favorites</li> </ul>	<p><b>Scenario:</b> Going Shopping!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Welcome to My Town</li> <li>• Getting what I need at the right place</li> <li>• Where is it?</li> <li>• How can I get there?</li> </ul>	<p><b>Scenario:</b> Unforgettable Events</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• A Day I'll Never Forget: in my Personal Life</li> <li>• An Event I'll Never Forget: with my Family</li> <li>• An Event I'll Never Forget: in Costa Rica</li> <li>• An Event I'll Never Forget: in the World</li> </ul>	<p><b>Scenario:</b> Amazing Costa Rica</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Beautiful Costa Rica</li> <li>• Hiking, Biking and Walking Around Costa Rica</li> <li>• Traveling Necessities</li> <li>• Planning My Perfect Vacation</li> </ul>
<b>Ninth</b>	<p><b>Scenario:</b> Time to Have Fun!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Let's Workout</li> <li>• Once Upon a Time I Enjoyed...</li> <li>• Try it!</li> <li>• The Most Fun I've ever had!</li> </ul>	<p><b>Scenario:</b> Online &amp; Connected</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Yesterday, Today and Future Media</li> <li>• Virtual Communities and Networks</li> <li>• New Media and Public Safety</li> <li>• The Magical World of Apps</li> </ul>	<p><b>Scenario:</b> Lights, Camera &amp; Action</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• What's on TV?</li> <li>• The Best Show Ever...</li> <li>• Through the Lens of the Documentary</li> <li>• Daily News</li> </ul>	<p><b>Scenario:</b> In the Public Eye</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Success vs. Fame</li> <li>• National Role Models</li> <li>• Contributions of Outstanding Figures to Society</li> <li>• Breaking News: Read All About It</li> </ul>	<p><b>Scenario:</b> Unexpected Situations</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Home Emergencies</li> <li>• Emergency Traveling Situations</li> <li>• Unanticipated Appointments</li> <li>• Making a Complaint at a Restaurant</li> </ul>	<p><b>Scenario:</b> Open a Book, Open Your Mind</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Keep it simple</li> <li>• Show me: Comic Strips</li> <li>• Biographies of Writers</li> <li>• The Moral of the Costa Rican Legend is ...</li> </ul>

<b>Tenth</b>	<p><b>Scenario:</b> Love What We Do!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Help wanted</li> <li>• Jobs</li> <li>• Interviewing</li> <li>• Working to Live or Living to Work?</li> </ul>	<p><b>Scenario:</b> Stories Come in All Shapes and Sizes</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Tell me a Story</li> <li>• Thumbs Up/Thumbs Down</li> <li>• The Reviews Are In</li> <li>• You Should Read This</li> </ul>	<p><b>Scenario:</b> A World of Differences</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• These Are My People</li> <li>• Cultures, Subcultures and Cliques</li> <li>• Cultural Norms and Cultural Storms</li> <li>• I Am Not My Hair</li> </ul>	<p><b>Scenario:</b> Caution: Fragile World - Handle with Care</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• What Makes Something Sustainable</li> <li>• Products and Practices around the World.</li> <li>• Products and Practices in Costa Rica</li> <li>• Am I Environmentally friendly?</li> </ul>	<p><b>Scenario:</b> #HighTech HighTouch</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Hot Apps</li> <li>• Danger Zones in a Digital World</li> <li>• Tech Tools for Positive Change</li> <li>• My Future Is in My Hands</li> </ul>	<p><b>Scenario:</b> What Comes Next?</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Pass or Fail?</li> <li>• College or Career?</li> <li>• Study Here or Abroad?</li> <li>• Getting by or getting ahead?</li> </ul>
<b>Eleventh</b>	<p><b>Scenario:</b> Recipes for Success</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Ingredients for Healthy Living</li> <li>• Add a Pinch of a Positive Attitude</li> <li>• Follow the recipe: a Plan for success</li> <li>• Give me a Taste: Stories of Successful People</li> </ul>	<p><b>Scenario:</b> From the Wheel to the Drone</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Inventions that have Changed our Lives</li> <li>• Living in a Tech World</li> <li>• Safety First</li> <li>• The Next Wave of Innovations</li> </ul>	<p><b>Scenario:</b> The Earth—Our Gift and Our Responsibility</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Natural Disasters- Is Nature Against us?</li> <li>• What’s the Problem?</li> <li>• A Helping Hand (possible solutions)</li> <li>• Who is doing what? (Nonprofit and NGOs)</li> </ul>	<p><b>Scenario:</b> Get Ready. Get set. Go!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Get ready: Take a Look at Your Dreams and Fears</li> <li>• Get Set: College or Career?</li> <li>• Surviving or Thriving? (Developing Your Soft Skills)</li> <li>• Go! The Future is Now</li> </ul>	<p><b>Scenario:</b> Really??? (Controversial issues)</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• You gotta be kidding...World facts</li> <li>• Shut up...Issues from Health and Medicine</li> <li>• No way...Controversies and the Law</li> <li>• OMG... Stereotypes and Cultural Differences</li> </ul>	

## Eleventh Grade Exit Profile (Learner Exit Profile)

Level B1 Grade 11			
Integral Development and Communicative Competence			
At this stage, the learner can...			
<b>Learn to know</b>	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
<b>Learn to do</b>	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes.		
<b>Learn to be and live in community</b>	use personal and social dispositions (e.g., engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
<p><b>CEFR STANDARDS</b></p> <ul style="list-style-type: none"> <li>Can note the main points of oral texts at a normal speed related to public (<i>transactional</i>) and vocational (<i>professional</i>) domains.</li> </ul>	<p><b>CEFR STANDARDS</b></p> <ul style="list-style-type: none"> <li>Can manage more complex texts in the public (<i>transactional</i>) and vocational (<i>professional</i>) domains within transactional (job applications/situations, rental forms).</li> </ul>	<p><b>CEFR STANDARDS</b></p> <ul style="list-style-type: none"> <li>Can maintain interactions related to public (<i>transactional</i>) and vocational (<i>professional</i>) domains with emerging fluency while still relying on practiced language patterns.</li> </ul>	<p><b>CEFR STANDARDS</b></p> <ul style="list-style-type: none"> <li>Can 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</li> </ul>



<p style="text-align: center;"><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can interact in conversations in order to share oral/written information (listening to speak/write).</li> <li>• Can listen to different opinions or points of view of native speakers of English in order to express argumentations (listening to speak).</li> </ul>	<ul style="list-style-type: none"> <li>• Can apply strategies before, during and after reading a text in order to comprehend more accurately longer texts (narrative, expository).</li> </ul> <p style="text-align: center;"><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can extract specific information in short media reports, straightforward factual and printed texts to share inferences (reading to write/speak).</li> <li>• Can interpret passages for explaining own strategies to convey meaning about controversial issues (reading to speak/write).</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for clarification, check for comprehension in less predictable situations.</li> <li>• Can explain a problem and propose a solution.</li> <li>• Can handle routines and familiar topics with spontaneous utterances.</li> </ul> <p style="text-align: center;"><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can rehearse presentations supported by notes and illustrations and peer feedback (writing to read/speak).</li> <li>• Can express arguments/opinions when exchanging interactions (listening to speak).</li> <li>• Can interact in long conversations with peers and others about controversial issues using interaction and production strategies (listening to speak).</li> </ul>	<p>interview) genres. Sentences connect with each other in a more cohesive manner.</p> <p style="text-align: center;"><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can organize thoughts and opinions expressed by group participants for writing persuasive paragraphs (listening to write).</li> <li>• Can write about online or printed controversial issues for presenting meaningful information to audiences, e.g. Impromptu speech (reading to write/speak).</li> </ul>
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## Eleventh Grade Distribution of Domains and Scenarios by Term

Domain	Scenario	Unit
<b>Term 1</b>		
Socio-Interpersonal and Academic	Recipes for Success	<b>1</b>
Socio-Interpersonal and Academic	From the Wheel to the Drone	<b>2</b>
<b>Term 2</b>		
Socio-Interpersonal and Academic	The Earth-Our Gift and Our Responsibility	<b>3</b>
Socio-Interpersonal and Academic	Get Ready. Get Set. Go!	<b>4</b>
<b>Term 3</b>		
Socio-Interpersonal and Academic	Really??? (Controversial Issues)	<b>5</b>

# Scope and Sequence

## Eleventh Grade

### Unit 1

<b>Level 11th Unit 1</b> <b>CEF Level to be Reached B1 Basic User/Independent User</b>	
<b>Scenario: Recipes for Success</b>	
Enduring Understanding	A positive attitude and a healthy life style help people to be successful in life.
Essential Question	What is successful living?
New Citizenship:	
<b>Dimensions</b>	
<b>1. Ways of thinking (✓)</b>	
<b>2. Ways of living in the world (✓)</b>	
<b>3. Ways of relating with others (✓)</b>	
<b>4. Tools for integrating with the world ( ✓ )</b>	
<b>Distribution of the Unit</b>	

<b>Week 1 Goals</b>	<b>Week 1 Assessment</b>	<b>Week 2 Goals</b>	<b>Week 2 Assessment</b>	<b>Week 3 Goals</b>	<b>Week 3 Assessment</b>	<b>Week 4 Goals</b>	<b>Week 4 Assessment</b>	<b>Week 5/6 Anecdotal reports / rubrics / instruments for self and co-assessment</b>
<p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p> <p>R.2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures,</p>	<p>L.1. distinguishes the main points and the important details of audio recordings</p> <p>R.2. extracts specific information in straightforward printed texts.</p>	<p>L.2. understand the important details in a relatively long conversation that is overheard regarding positive attitudes and stories of successful people.</p> <p>SI.2. start, maintain and close simple face-to-face conversations on about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SP.1. Express feelings about healthy</p>	<p>L.2. distinguishes the important details in a relatively long conversation.</p> <p>SI.2. starts, maintains and closes simple face-to-face conversation.</p> <p>SP.1 Expresses feelings about healthy living, positive</p>	<p>R.1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily.</p> <p>W.1. write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p>	<p>R.1. interprets the main conclusions from straightforward, factual texts.</p> <p>W.1. writes his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p>	<p>SP.2. express arguments about healthy living, positive attitudes, plans for success, and stories of successful people well enough to be followed without difficulty most of the time</p> <p>W.2. write an expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people, comparing and</p>	<p>SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.</p>	<p>Suggested Integrated Mini Project</p> <p>-“A Healthy lifestyle stand”</p> <p>-“ Picturing myself in the future” (picture and oral presentation)</p> <p>“ A story of a Successful person” (Lap book and oral presentation)</p> <p>-“Video(Tik Tok, Snapchat, Flipgrid, Quik, InShot): What it takes to be successful”</p>

<p>information on the Internet).</p> <p>SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people.</p>	<p>SI.1. gives and asks personal opinions in an informal discussion.</p>	<p>living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.</p>	<p>attitudes, plans for success, and stories of successful people.</p>			<p>contrasting different opinions on the topic and check written paragraphs or letters to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>		
<p>Theme</p> <p><b>1. Ingredients for Healthy Living</b></p>	<p>Theme</p> <p><b>2. Add a Pinch of a Positive Attitude</b></p>	<p>Theme</p> <p><b>3. Follow the recipe: A Plan for success</b></p>	<p>Theme</p> <p><b>4. Give me a Taste: Stories of Successful People</b></p>					
<p>Domain</p> <p>Socio-Interpersonal and Academic</p>	<p>Domain</p> <p>Socio-Interpersonal and Academic</p>	<p>Domain</p> <p>Socio-Interpersonal and Academic</p>	<p>Domain</p> <p>Socio-Interpersonal and Academic</p>					
<p>Function</p> <ul style="list-style-type: none"> <li>Expressing opinions, agreement and disagreement about healthy habits.</li> </ul>	<p>Function</p> <ul style="list-style-type: none"> <li>Describing experiences and events about</li> </ul>	<p>Function</p> <ul style="list-style-type: none"> <li>Describing future plans to become successful.</li> </ul>	<p>Function</p> <ul style="list-style-type: none"> <li>Describing past experiences of successful people</li> </ul>					

	having a positive attitude in everything.		
<p>Discourse Markers</p> <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> <li>• Yes, I suppose so.</li> <li>• I know how you feel</li> <li>• You know, I don't like her/it either.</li> </ul>	<p>Discourse Markers</p> <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> <li>• On the other hand, we could study for the test and then go out.</li> <li>• However, this depends on your attitude towards life challenges.</li> </ul> <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> <li>✦ Yes, I suppose so.</li> <li>✦ I know how you feel</li> <li>✦ You know, I don't like her/ it either.</li> </ul>	<p>Discourse Markers</p> <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> <li>• On the other hand, we could study for the test and then go out.</li> <li>• However, this depends on your attitude towards life challenges.</li> </ul>	<p>Discourse Markers</p> <p><u>Discourse Markers</u></p> <p>Linkers: sequential – past time (later)</p> <p>He finished his letter of intent and then went out for a while. Later, he looked at it again to see if he had missed anything important. After that, he changed some things he'd written before. Finally, he placed it in his portfolio.</p>
<p><b>Grammar &amp; Sentence Frames</b></p> <p><b>Modals: "should," "ought to" and "had better"</b></p> <ul style="list-style-type: none"> <li>✦ You should go on a diet</li> <li>✦ You should plan your future</li> <li>✦ You had better start exercising</li> </ul> <p><b>Agreeing:</b></p> <p>I agree with this opinion. I completely agree with this view. This is absolutely right. You're absolutely right.</p>	<p>Grammar &amp; Sentence Frames</p> <p><u>Subject + will +verb (infinitive)+complement</u></p> <ul style="list-style-type: none"> <li>✦ I will study every day.</li> </ul> <p><u>Subject + will be+ verb (ing) +complement</u></p> <ul style="list-style-type: none"> <li>✦ Kristen will be arriving soon in order to help with the community event</li> </ul>	<p>Grammar &amp; Sentence Frames</p> <p><u>Phrasal verbs, extended.</u></p> <ul style="list-style-type: none"> <li>✦ Get ahead</li> <li>✦ In order to get ahead at work, she is working long hours and volunteering for many projects.</li> <li>✦ Draw up</li> </ul> <p><b>Future tense</b></p> <p>Will / be going to</p>	<p>Grammar &amp; Sentence Frames</p> <p><u>2nd conditional if + past simple, would/could + infinitive</u></p> <ul style="list-style-type: none"> <li>✦ What would you do if you run low of water and fresh food?</li> <li>✦ If I were a couch potato, I would ....</li> </ul>

<p>I couldn't agree more. I share the same opinion/idea.</p> <p><b><u>Disagreeing:</u></b> I'm afraid, I can't agree with you. I disagree with you. I don't agree with you. I'm not sure I agree with you. I think this is not right.</p> <p><b><u>Asking for opinion:</u></b> What do you think about...? What's your opinion about...? How do you feel about...? Where do you stand on the question of...? What's your reaction about...? What's your point of view on...?</p> <p><b><u>Giving opinion:</u></b> I think... As far as I'm concerned, ... To my mind, ... I believe that... As I see it, ... It seems to me that... In my point of view, ... In my opinion, ... From my point of view... I am of the opinion that... My personal view is that...</p>	<p>Will you be joining the organization of the festival?</p> <p><b><u>AGREEING AND DISAGREEING</u></b> Disagree:</p> <ul style="list-style-type: none"> <li>a. I disagree.</li> <li>b. I'm not so sure.</li> <li>c. I'm not convinced</li> <li>d. Don't get me wrong, but I don't think so.</li> </ul> <p>Agree</p> <ul style="list-style-type: none"> <li>a. I agree.</li> <li>b. I think you're right.</li> <li>c. Yes, definitely</li> <li>d. Maybe you've got a point there.</li> </ul>		
<p><b><u>Vocabulary</u></b> <b><u>Healthy living</u></b></p>	<p>Vocabulary <b><u>Positive attitude</u></b></p>	<p>Vocabulary <b><u>Follow the recipe: a plan for success</u></b></p>	<p>Vocabulary <b><u>Give me a taste:</u></b></p>



<p>exercising, healthy eating, drugs, abstinence, activity, benefit, balance, a physical, decisions, diet, effect, education, fitness, flexibility, gain, improvement, cardiovascular system, fridge, keep fit, cut back on, take up, success, successful, humph(exclamation), hon(honey), reward, doses, reduce, weight, mood, consume, workouts, out of shape, spirituality, God, believes, better....</p>	<p>-helping out friends, role models, cooperate with the community activities and events, adaptable affectionate brave, bright broad-minded, calm, determined emotional energetic friendly, optimistic, passionate polite, reliable Vending machine, Salad bar...</p> <p><b>Feelings</b> Happy, alive, good, great, clam, playful, peaceful, courageous, reliable, lucky, comfortable, amazed, optimistic, fortunate, pleased, delighted, interested, surprised, thankful, satisfied, content, animated</p>	<p>-Perseverance, determination, humility, goal setting, planning, goals, objectives, reflective, smart plan, fight, persistent, determined, stubborn, tireless, untiring, achievement, performance, satisfaction, part-time job, full-time, goods, etc.</p>	<p><u>Stories of successful people</u> -- Hard-working, trained outdoor, fitness family, friends open minded, healthy, wise...</p>
<p>Psycho-social</p> <ul style="list-style-type: none"> <li>- Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> <li>- Supporting classmates to reach goals together. <ul style="list-style-type: none"> <li>- Promoting healthy habits for improving my family and classmates lives.</li> </ul> </li> </ul>	<p>Psycho-social</p> <ul style="list-style-type: none"> <li>✓ Working on my own strengths and limitations.</li> </ul> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> <li>✓ Promoting healthy habits for improving my family and classmates lives.</li> </ul> <p><u>Social Language</u></p>	<p>Psycho-social</p> <ul style="list-style-type: none"> <li>- Working on my own strengths and limitations.</li> <li>- Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> <li>- Supporting classmates to reach goals together.</li> </ul>	<p>Psycho-social</p> <ul style="list-style-type: none"> <li>- Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> <li>- Supporting classmates to reach goals together.</li> </ul> <p><u>Social Language</u> <u>Samples</u></p>

<p><u>Social Language</u> <u>Samples</u> -Couch potato -Fitness freak</p>	<p><u>Samples</u></p> <ul style="list-style-type: none"> <li>✓ Freshman 15</li> <li>✓ All-nighter</li> <li>✓ Couch potato</li> <li>✓ Fitness freak</li> </ul>	<p><u>Social Language</u> <u>Samples</u> -Couch potato</p> <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> <li>- Success is a journey not a destination. -- Unknown Author</li> <li>- Better late than never. -- Unknown Author</li> </ul>	<p>-Couch potato</p> <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> <li>- Success is a journey not a destination. -- Unknown Author</li> <li>- Better late than never. -- Unknown Author</li> </ul>
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# Weekly Plans and Materials

## Unit 1

## Eleventh Grade

## Didactic Planning Week # 1

Term: I	Level: Eleventh	Unit:1	Week: 1
Domain: Socio-Interpersonal and Academic	Scenario: Recipes for Success	Theme: Ingredients for Healthy Living	
Enduring Understanding: A positive attitude and a healthy life style help people to be successful in life.			
Essential Question: What is successful living?			
New Citizenship:			
<b>Dimensions</b>			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>	
<p style="text-align: center;"><b>Grammar &amp; Sentence Frames</b></p> <p><b>Modals: “should,” “ought to” and “had better”</b></p> <ul style="list-style-type: none"> <li>✦ You should go on a diet</li> <li>✦ You should plan your future</li> <li>✦ You had better start exercising</li> </ul> <p><b>Agreeing:</b></p> <p>I agree with this opinion.            I completely agree with this view.            This is absolutely right. You’re absolutely right.            I couldn’t agree more.</p>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions, agreement and disagreement about healthy habits.</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> <li>• Yes, I suppose so.</li> <li>• I know how you feel</li> <li>• You know, I don’t like her either.</li> </ul>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p style="text-align: center;"><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>– Supporting classmates to reach goals together.</li> <li>– Promoting healthy habits for improving my family and classmates lives.</li> </ul>	

<p>I share the same opinion/idea.</p> <p><b><u>Disagreeing:</u></b>          I'm afraid, I can't agree with you.          I disagree with you.          I don't agree with you.          I'm not sure I agree with you.          I think this is not right.</p> <p><b><u>Asking for opinion:</u></b>          What do you think about...?          What's your opinion about...?          How do you feel about...?          Where do you stand on the question of...?          What's your reaction...?          What's your point of view on...?</p> <p><b><u>Giving opinion:</u></b>          I think...          As far as I'm concerned, ...          To my mind, ...          I believe that...          As I see it, ...          It seems to me that...          In my point of view, ...          In my opinion, ...          From my point of view...          I am of the opinion that...</p>		<p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> <li>- Couch potato</li> <li>- Fitness freak</li> </ul>
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**Engaging: Activation of prior knowledge**

The teacher sticks/projects the Unit's Essential Question on the wall/screen: **What is successful living?** and the goals for the week. Teacher explains that **successful living** is the ability to reach goals in life, whatever those goals may be. There is no single right way to be successful. What works for one person might not work for someone else. There may not be a perfect combination of ingredients that can guarantee success, but there are some basic things you can do to improve your chances of being successful in life, love, work, or whatever happens to be important to you.



Teacher asks learners to think about what it takes to have a healthy lifestyle. Teacher gives learners a printed drop and asks them to write their ideas about healthy living on it. (They can use the notes from the video). Teacher sticks on the wall a big cloud (HEALTHY LIVING) and learners stick their drops under the cloud. Teacher reinforces vocabulary if necessary.



5'

5'

10'

Teacher gives/sends learners a copy (How healthy are you?) and asks them to fill in the answers and then check their score. After learners get their score, teacher asks them about things they can do to change unhealthy habits they have.

**How healthy are you?** 

Think about yesterday. Do the questionnaire. Fill in your answers then check your score.

Yesterday...	Yes	No
1. Did you have more than two pieces of toast for breakfast?	0	1
2. Did you have sugar in your tea or coffee?	0	1
3. Did you drink a glass of milk?	1	0
4. Did you drink more than five glasses of water?	1	0
5. Did you eat any fruit?	1	0
6. Did you eat any vegetables?	1	0
7. Did you eat any sweets or chocolates?	0	1
8. Did you eat any biscuits or cake?	0	1
9. Did you go for a run?	1	0
10. Did you do any exercise?	1	0
11. Did you get up before 8 a.m.?	1	0
12. Did you go to bed before 11 p.m.?	1	0
13. Did you watch TV for more than two hours?	0	1
<b>TOTAL</b>		

**How did you score?**  
10-18 Congratulations! You are very healthy ☺  
9-6 Not bad! Keep trying.  
6-0 Oh dear!!! Oh dear!!! ☹

<https://en.islcollective.com/english-esl-worksheets/skill/reading/how-healthy-are-you/12785>

### Introducing

The teacher tells learners that this week they are talking about healthy living and how it relates to success. Teacher states that success is not about money, big houses and fast cars. It includes all parts of a person's life. Success should not be defined by what a person has materially, but rather by the life they have, the joy they bring to others and the happiness they feel inside. Teacher tells learners that sometimes people need advice in order to establish healthy habits in their life.

22'





<p>L.1. distinguishes the main points and the important details of audio recordings.</p>	<p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p>	<p style="text-align: center;"><b><u>Oral Comprehension</u></b></p> <p><b>Pre-listening</b> Learners match words with their corresponding meaning in a copy given by the teacher. She/he explains that those words are going to be found in the next listening activity. Teacher asks learners for the pronunciation of the words and reinforces it if necessary. Teacher explains that they are going to listen to a conversation between a man and his wife, and they have to pay attention to what they are talking about.</p> <p>Pre listening</p> <p>Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Column A</th> <th style="text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td><b>cardiovascular system</b> (<i>noun</i>) ( )</td> <td>1. a word showing disbelief</td> </tr> <tr> <td><b>fridge</b> (<i>noun</i>) ( )</td> <td>2. begin or start</td> </tr> <tr> <td><b>hon</b> (<i>pronoun</i>): ( )</td> <td>3. a medical examination</td> </tr> <tr> <td><b>cut back on</b> (<i>phrasal verb</i>): ( )</td> <td>4. short for "refrigerator"</td> </tr> <tr> <td><b>take up</b> (<i>phrasal verb</i>): ( )</td> <td>5. your body's blood circulation system including your heart, veins, and arteries</td> </tr> <tr> <td><b>physical</b> (<i>noun</i>) ( )</td> <td>6. short for "honey"</td> </tr> <tr> <td><b>Humph</b> (exclamation) ( )</td> <td>7. to reduce</td> </tr> </tbody> </table> <p>Learners compare answers and teacher checks them out loud.</p>	Column A	Column B	<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief	<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start	<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination	<b>cut back on</b> ( <i>phrasal verb</i> ): ( )	4. short for "refrigerator"	<b>take up</b> ( <i>phrasal verb</i> ): ( )	5. your body's blood circulation system including your heart, veins, and arteries	<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"	<b>Humph</b> (exclamation) ( )	7. to reduce	<p>5'</p> <p>5'</p>
Column A	Column B																		
<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief																		
<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start																		
<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination																		
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<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"																		
<b>Humph</b> (exclamation) ( )	7. to reduce																		



<p>L.1.3 Identifies some supporting details in audio recordings about healthy living.</p> <p>L.1.4 Identifies key words in audio recordings about healthy living.</p>		<p>Orally, learners should give at least two supporting details that helped them to choose that topic.</p> <p><b>Pair/Group feedback:</b> Learners share answers with the rest of the class.</p> <p><b>Listening for the second time</b> Learners listen to the conversation again and fill in all the missing words below.</p> <p><b>Listening for the Second time.</b> <b>Listen to the conversation again and fill in all the missing words below.</b></p> <p><b>Man:</b> Honey, the basketball game is about to _____. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of _____ from the <b>fridge</b>.</p> <p><b>Woman:</b> Anything else?</p> <p><b>Man:</b> Nope, that's all for now. Hey, <b>hon</b>, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?</p> <p><b>Woman:</b> <b>Humph</b></p> <p><b>Man:</b> "Humph" What do you mean "Humph." I was the star _____ in high school.</p> <p><b>Woman:</b> Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.</p> <p><b>Man:</b> So, what are you suggesting? _____ I just <b>abandon</b> the idea? I'm not that <b>out of shape</b>.</p> <p><b>Woman:</b> Well . . . you ought to at least have a <b>physical</b> before you begin. I mean, it HAS been at least _____ years since you played at all.</p> <p><b>Man:</b> Well, okay, but . . .</p> <p><b>Woman:</b> And you need to watch your diet and <b>cut back on</b> the fatty foods, like ice cream. And you should try eating more fresh _____ and _____.</p> <p><b>Man:</b> Yeah, you're probably right.</p> <p><b>Woman:</b> And you should _____ a little weight training to strengthen your muscles or perhaps try cycling to build up your <b>cardiovascular system</b>. Oh, and you need to go to _____ early instead of watching TV half the night.</p> <p><b>Man:</b> Hey, you're starting to sound like my personal _____ instructor!</p> <p><b>Woman:</b> No, I just love you, and I want you to be around for a long, long time.</p>	<p>5'</p>
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<p>R.2. extracts specific information in straightforward printed texts.</p> <p><u>Indicator of learning:</u>          R.2.1 Recognizes subject specific words (healthy living) and their corresponding meaning.</p>	<p>R.2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures, information on the Internet).</p>	<p>Learners check answers with their elbow partner.</p> <p><b>Post-listening</b>          Learners are asked to think about three things they need to change right now to have a healthy lifestyle. They should write their ideas on a piece of paper and stick it on the wall (as a reminder of things that need to be changed)</p> <p style="text-align: center;"><b><u>Written Comprehension</u></b></p> <p><b>Pre-reading</b>          Learners match some subject specific words and their corresponding meaning. Those words will be used in the next activity.</p> <p>Pre- Reading          Column A contains words from the next reading activity and Column B contains their corresponding meaning. Match meanings in Column B with their corresponding meaning in Column A.</p> <table border="1" data-bbox="806 873 1581 1187"> <thead> <tr> <th>Column A</th> <th></th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>Doses</td> <td>( )</td> <td>1. Results, consequences.</td> </tr> <tr> <td>Reward</td> <td>( )</td> <td>2. Decrease, cut down.</td> </tr> <tr> <td>Healthy</td> <td>( )</td> <td>3. Abstinence from food.</td> </tr> <tr> <td>Diet</td> <td>( )</td> <td>4. Portion of a drug or other consumable.</td> </tr> <tr> <td>Reduce</td> <td>( )</td> <td>5. Payment, prize.</td> </tr> <tr> <td>Bad mood</td> <td>( )</td> <td>6. In good condition.</td> </tr> <tr> <td>Effects</td> <td>( )</td> <td>7. Feeling angry.</td> </tr> </tbody> </table> <p>In pairs, learners discuss their answers. Then, they share their responses with the class.</p> <p><b>Reading for the first time</b>          Learners read the text and complete it with the words provided in the box.</p>	Column A		Column B	Doses	( )	1. Results, consequences.	Reward	( )	2. Decrease, cut down.	Healthy	( )	3. Abstinence from food.	Diet	( )	4. Portion of a drug or other consumable.	Reduce	( )	5. Payment, prize.	Bad mood	( )	6. In good condition.	Effects	( )	7. Feeling angry.	<p>5'</p> <p>5'</p> <p>15'</p>
Column A		Column B																									
Doses	( )	1. Results, consequences.																									
Reward	( )	2. Decrease, cut down.																									
Healthy	( )	3. Abstinence from food.																									
Diet	( )	4. Portion of a drug or other consumable.																									
Reduce	( )	5. Payment, prize.																									
Bad mood	( )	6. In good condition.																									
Effects	( )	7. Feeling angry.																									

R.2.2 Uses specific words to complete texts about healthy living.

READING

▲ Fill in the blanks with words from the box. Then choose a title.

Title: \_\_\_\_\_



Scientists around the world agree that the key to staying \_\_\_\_\_ and keeping fit is to eat less and do \_\_\_\_\_ exercise such as walking or cycling. However, people who exercise too intensively often \_\_\_\_\_ themselves by spending the rest of

the day in front of the TV set. At the same time, they have to eat more to give them \_\_\_\_\_ for the next workout. To avoid gaining \_\_\_\_\_, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise.

A low-fat \_\_\_\_\_ may be good for your waistline, but research suggests it may have negative psychological \_\_\_\_\_. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad \_\_\_\_\_.

Many of us already know that drinking coffee raises your blood \_\_\_\_\_ but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular \_\_\_\_\_ of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can \_\_\_\_\_ the risk of heart \_\_\_\_\_ and have a positive effect on \_\_\_\_\_ levels and high blood pressure.

If you're a chocolate fan, there's good news for you! Recent studies have revealed that \_\_\_\_\_ found in chocolate can not only put you in a good mood but also \_\_\_\_\_ you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of \_\_\_\_\_ disease.

attacks  
chemicals  
cholesterol  
diet  
doses  
effects  
energy  
healthy  
heart  
mood  
physical  
pressure  
protect  
reduce  
reward  
weight

**Pair/Group feedback:** Learners check answers in pairs/groups.

Once learners complete the text, they are asked to choose an appropriate title and share it with the class.

**Reading for the second time**

Learners read the text for the second time and underline key phrases or ideas that give examples of activities that can be done to achieve a healthy lifestyle.

R.2.3 Identifies the topic in a text about healthy living.

5'

20'

R.2.4 Uses context clues to understand the overall message of texts about healthy living.  
R.2.5 Identifies main ideas from texts about healthy living.  
R.2.6 Identifies supporting details in texts about healthy living.

Then they are asked to identify and write the main idea and some supporting details from the text. They use a graphic organizer given by the teacher.

The graphic organizer is a rectangular box with a decorative border. At the top, it says "What is the Main Idea?" in a cursive font. Below the title is a line for "Name". There are four horizontal boxes for writing: the first is labeled "TITLE:", the second is labeled "MAIN IDEA:", and the next two are labeled "DETAIL:". A small logo is visible in the bottom left corner of the organizer.

**Post-reading**

There are many steps that we can take to help ourselves and others to have a healthy life. Learners, with a classmate or in a small group, discuss what they can do to help others to have a healthy life. Learners write one or two ideas on bond/construction papers and stick them on the wall.

10'

5'

<p>SI.1. gives and asks personal opinions in an informal discussion.</p> <p><b>Indicator of learning:</b> S.I.1 Makes statements about problematic situations in her/his life.</p>	<p>SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people.</p>	<p style="text-align: center;"><b>Oral production:</b></p> <p><b>Spoken Interaction</b> Learners watch a video about asking and giving opinions and expressing agreement and disagreement. <a href="https://www.youtube.com/watch?v=Fv3ePXxb8ZQ">https://www.youtube.com/watch?v=Fv3ePXxb8ZQ</a></p> <p><b>Planning</b> They take notes about the expressions in a copy given /sent by the teacher. They will use these notes in the next activity. Learners are asked to play an activity that teaches them how to state problems, agreeing, disagreeing and give advice/opinions using given structures. Teacher can stick the following information on the wall.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Agreeing and Disagreeing</b></p> <p>Agreeing</p> <p>I agree with this opinion. I completely agree with this view. This is absolutely right. I couldn't agree more. I can't agree more. You're absolutely right. I share the same opinion. I share the same idea.</p> </div> <div style="text-align: center;"> <p>Disagreeing</p> <p>I'm afraid, I can't agree with you. I disagree with you. I don't agree with you. I'm not sure I agree with you I think this is not right.</p> </div> <div style="text-align: center;"> <p>Asking for opinion :</p> <p>What do you think about...? What's your opinion about... ? how do you feel about... ? Where do you stand on the question of... ? What's your reaction about... ? What is your point of view on...?</p> </div> <div style="text-align: center;"> <p>Giving opinion :</p> <p>I think... As far as I'm concerned,... To my mind,... I believe that ... As I see it,... It seems to me that ... In my point of view, ... In my opinion, ... From my point of view ... I am of the opinion that ... My personal view is that ...</p> </div> </div> <p style="text-align: center;"><b>Elaborating</b></p>	<p style="text-align: center;">5'</p>
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<p>S.1.2 Asks for opinions and/or advice about bad habits in her/his life.</p> <p>S.1.3 Gives opinions and/or advice about bad habits others have.</p> <p>S.1.4 Expresses agreement when advice or opinions are given about her/his lifestyle.</p> <p>S.1.5 Expresses disagreement when advice or opinions are given about her/his lifestyle.</p>		<p>Learners practice for the next activity. Teacher states a minor problem and chooses one student to give his/her opinion and a piece of advice. Then, the teacher expresses agreement or disagreement to model the interaction they are about to have. Teacher checks understanding of the activity.</p> <div data-bbox="739 448 1848 591" style="background-color: #e6f2ff; border: 1px solid black; padding: 5px;"> <p><b>Students follow this example:</b>          -<b>Teacher:</b> “I’m always late to class. How can I improve that?”          -<b>Advice/opinion giver:</b> In my opinion, you should buy a car. In this way, you can arrive sooner.          -<b>Teacher:</b> I’m not sure I agree with you.</p> </div> <p><b>Interacting</b>          Learners will be divided into two groups, <b>Problem People</b> and <b>Advice/Opinion Givers</b>. The <b>problem people</b> think of a minor problem they have to achieve a healthy lifestyle and are willing to talk about, e.g. “I’m always late to class. How can I improve that?”          Each <b>problem person</b> then pairs up with an <b>advice/opinion giver</b>. The <b>problem person</b> explains their problem and the <b>advice/opinion giver</b> gives his/her opinion and a piece of advice.          The <b>problem person</b> replies if he/she agrees or disagrees and then moves on to ask advice from another <b>advice giver</b>.</p> <div data-bbox="739 1036 1839 1198" style="background-color: #e6f2ff; border: 1px solid black; padding: 5px;"> <p><b>Students follow this example:</b>          -<b>Problem person:</b> “I’m always late to class. How can I improve that?”          -<b>Advice/opinion giver:</b> In my opinion, you should buy a car. In this way, you can come faster.          -<b>Problem person:</b> I’m not sure I agree with you.</p> </div>	<p>30’</p>
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<p>S.1.6 Reports final thoughts about received advice.</p>		<p>This continues until the <b>problem person</b> has received <u>three</u> pieces of advice and opinions. Then, the learners swap roles and repeat the activity. After the activity has been completed, learners state their problem and report to the class on the best and worst piece of advice they received using the target language.</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
<p><b>Phase: 1 Participating</b> Teacher explains and writes on the board ALL options of projects learners have. Teacher can also give a copy with the information in order to save time. Learners are asked to think about each mini-project and choose their favorite.</p> <p><b><u>Suggested Integrated Mini Project</u></b></p> <p><b>-“A Healthy lifestyle stand” (groups of 3/4)</b> <b>Task:</b> You and your friends are presenters at the School HEALTH FAIR. You have to raise awareness and show your classmates what they can do to improve their health. Each stand should have a different topic (healthy food/eating, mental health, positive attitudes, exercising, etc.) Choose your topic, organize your ideas, make a creative stand and present the information to your classmates.</p> <p><b>-“ Picturing myself in the future” (picture and oral presentation) (pairs)</b> Teacher explains to learners that picturing their best self in the future is a good start in charting their journey to success. They have to visualize their goals coming true and how they can empower themselves to make them a reality. <b>Task:</b> Pick a future date, perhaps 5 year, 10 years or even 15 years from now. For this activity, concentrate on your future self at work. Imagine that everything has gone exactly how you wanted it to and all your goals have been achieved. Tell your classmates how you got there and all the habits you implemented to achieve your goals. For example, are you in your dream job or perhaps running your own business? What work are you doing? Who are you working with? What environment are you in? Do you have an office? What is it like? Are you working full time or just two or three days each week? Learners should try to describe their future self in as much detail as possible and include at least one picture.</p> <p><b>-“ A story of a Successful person” (Lap book and oral presentation) (groups of 3 )</b></p>			8´

**Task:** You and your friends will present a person you all admire the most. This person is successful in so many different ways. You will create a lap book to include the information/pictures. Take into account the following aspects:

- What defines your notion of success? We tend to think of success on material terms, but everyone truly has their own interpretation.
- Use somebody’s life as an example of success; you must be clear how that person has impacted your life.
- Start with a personal story. Why did you choose that person and how does his/her life resonate with you?
- Try to inspire your classmates to pursue their own dreams, it might be a good idea to highlight how the person has overcome adversity in order to achieve their success.
- How has this person continued to evolve over the course of their lifetime or career?

-“**Video(Tik Tok, Snapchat, Flipgrid, Quik, InShot, etc. ): What it takes to be successful” (groups of 3)**

**Task:** You and your friends want to tell your classmates what it takes to be successful. To do so, you will create an informative video to share valuable information with them. Take into account the following aspects:

- **Write Out the Steps and Make a Script:** A good how-to video should be short and specific; include every step; use simply language; have a visual for each step; and be engaging.
- **Shoot Your Video:** Before you begin filming, you should scout out and identify a suitable location to film your how-to video.
- **Edit Your Video:** If you filmed your video in several takes, you will need to put together all of the clips using some type of video editing software.
- **Get a Sense Check:** Once you are fairly happy with the edited video, it is a good idea to have a number of friends, family members, or teachers view it and confirm that the instructions make sense.
- **Present the video to your classmates.**

**Reflective Teaching**

What worked well

What didn’t work well

How to improve

**Enduring Understanding Reflection**

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

## Learner Self-Assessment

### Week #1

I can...	Yes	In progress	No
get main points of audio recordings about healthy living.			
recognize the topic of the conversation about recommendations to get a healthy lifestyle.			
identify some supporting details in audio recordings about healthy living.			
identify key words in audio recordings about healthy living.			
recognize subject specific words (healthy living) and their corresponding meaning.			
use specific words to complete texts about healthy living.			
identify the topic in a text about healthy living.			
use context clues to understand the overall message of texts about healthy living.			
identify main ideas from texts about healthy living.			
identify supporting details in texts about healthy living.			
make statements about problematic situations in her/his life.			
give opinions and/or advice about bad habits others have.			
express agreement when advice or opinions are given about her/his lifestyle.			
express disagreement when advice or opinions are given about her/his lifestyle.			
report final thoughts about received advice.			
ask for opinions and/or advice about bad habits in her/his life.			

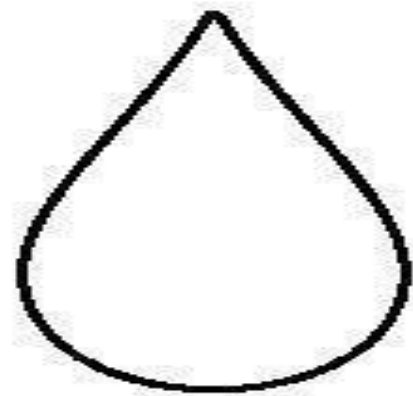
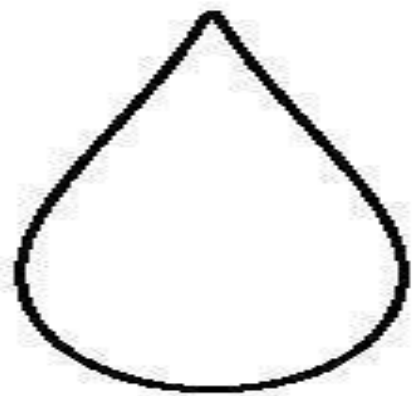
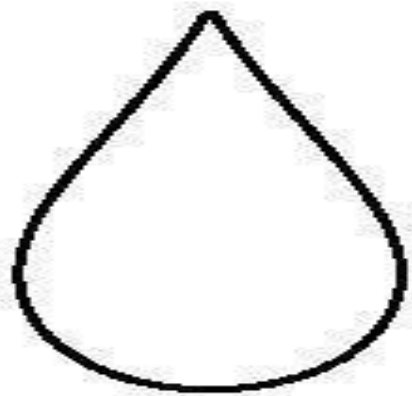
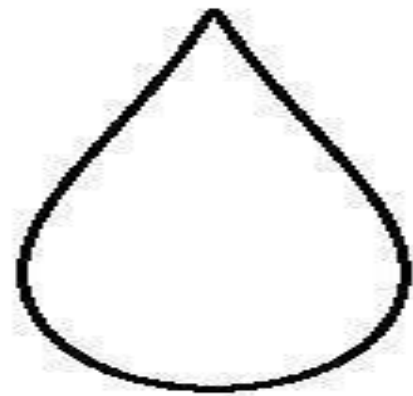
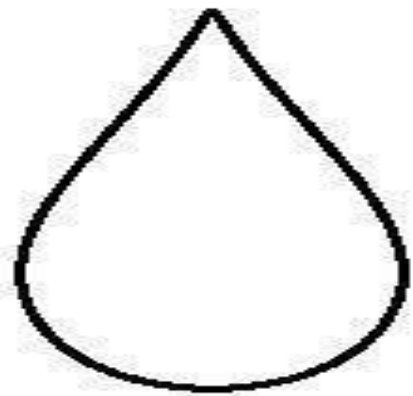
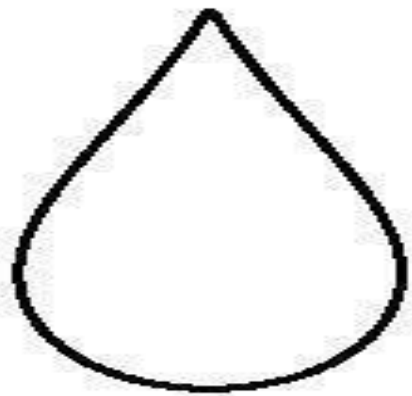
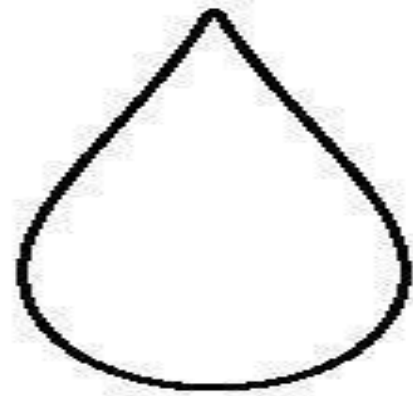
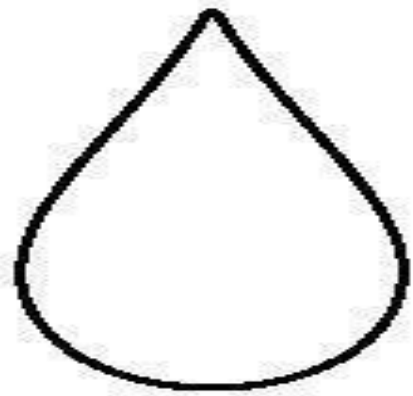
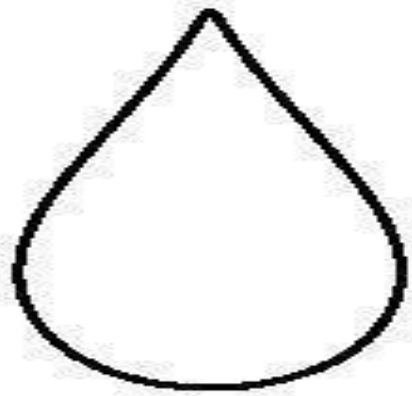


# What is successful living?





# Healthy Living





# How healthy are you?



Think about yesterday. Do the questionnaire. Fill in your answers then check your score.

<i>Yesterday...</i>	Yes	No
1. Did you have more than two pieces of toast for breakfast?	0	1
2. Did you have sugar in your tea or coffee?	0	1
3. Did you drink a glass of milk?	1	0
4. Did you drink more than five glasses of water?	1	0
5. Did you eat any fruit?	1	0
6. Did you eat any vegetables?	1	0
7. Did you eat any sweets or chocolates?	0	1
8. Did you eat any biscuits or cake?	0	1
9. Did you go for a run?	1	0
10. Did you do any exercise?	1	0
11. Did you get up before 8 a.m.?	1	0
12. Did you go to bed before 11 p.m.?	1	0
13. Did you watch TV for more than two hours?	0	1
<b>TOTAL</b>		

## How did you score?

10-13 Congratulations! You are very healthy 😊

9-6 Not bad! Keep trying.

6-0 Oh dear!!! Oh dear!!! ☹️

# How healthy are you?



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<b>TOTAL</b>		

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## Modals for Advice

Let's learn how to give **advice!**

English speakers use the modal verbs “**should**,” “**ought to**” and “**had better**” to express that they think something is a good (or a bad) idea. “**Should**” is the most common way to give advice.

Look at these examples:

Affirmative	Negative	Question
A: I failed my test. B: Really? You <b>should study</b> harder.	Young children <b>shouldn't watch</b> violent TV shows.	I have a problem. <b>Should I call</b> my parents or my friend?
A: It's really cold outside. B: You <b>ought to wear</b> a warm jacket.	(“ought to” is not usually used in the negative form)	(“ought to” is not common in question form)
A: You <b>had better slow down</b> . You are driving too fast!	You <b>had better not forget</b> to pay your tuition. If you do, the university will kick you out!	(“had better” is not usually used in question form)

## Grammar Practice Worksheet. Work with a partner.

Rewrite the sentences using **Should**.

Example: My brother never gets up on time.

*My brother should get up on time.*

---

1. My coworker never eats healthy food.  

---
2. My friend doesn't get much sleep at night.  

---
3. My classmates don't study exercise that much.  

---
4. He never drinks water.  

---
5. My friend doesn't get much sleep at night.  

---

**Pretend you're a school counselor giving advice to learners about how to implement healthy habits at school. Write suggestions using should, ought to and had better. Then have a short conversation with a partner. One student will be the counselor and the other will be his/her student.**

### **Should**

Example: study/two hours/ a night

*You should study two hours a night.*

---

1. get/eight hours of sleep/ every night.  

---
2. drink/eight glasses of water/ every day.  

---

### **Ought to**

1. read/a book/ at night  

---
2. do/your homework/right after school  

---

### **Had better**

3. concentrate/during your class

- 
4. study/before your final exams
- 

**Change the sentences into questions using *should*.**

Example: She hasn't finished her homework yet. (go out)

*Should she go out tonight?* \_\_\_\_\_

1. He has a test next week. (study)
- 

2. She didn't hand in the report on time. (apologize)
- 

**Write short answers using *should* and *had better*.**

Example: Should I have junk food for dinner? (no, had better)

*No, you'd better not.* \_\_\_\_\_

1. Should I take vitamins every day? (yes, should)
- 

2. Should I go out instead of studying? (no, should)
- 

3. Should I buy all these expensive items with my credit card? (no, had better)
- 

4. Should I plan my future? (yes, had better)
-

### Pre listening

Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.

#### Column A

#### Column B

<b>cardiovascular system</b> ( <i>noun</i> )	( )	1. a word showing disbelief
<b>fridge</b> ( <i>noun</i> )	( )	2. begin or start
<b>hon</b> ( <i>pronoun</i> ):	( )	3. a medical examination
<b>cut back on</b> ( <i>phrasal verb</i> ):	( )	4. short for “refrigerator”
<b>take up</b> ( <i>phrasal verb</i> ):	( )	5. your body’s blood circulation system including your heart, veins, and arteries
<b>physical</b> ( <i>noun</i> )	( )	6. short for “honey”
<b>Humph</b> (exclamation)	( )	7. to reduce

## Listening for the first time

Listen to the conversation and complete the statements.

The man wants to \_\_\_\_\_.

- join a soccer club
- run a mountain marathon
- try out for the company basketball team

The woman is worried that \_\_\_\_\_.

- her husband's health isn't good
- the man works too much
- her husband is becoming a fitness freak

First, the woman suggests that her husband \_\_\_\_\_.

- visit with a fitness trainer
- start with light workouts
- see a doctor

Her husband should \_\_\_\_\_.

- consume less salt
- eat more protein
- eat less fatty foods

The man's wife recommend cycling because it \_\_\_\_\_.

- helps develop mental toughness
- is good for improving muscle tone
- helps strengthen the heart

### Listening for the Second time.

Listen to the conversation again and fill in all the missing words below.

**Man:** Honey, the basketball game is about to \_\_\_\_\_. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of \_\_\_\_\_ from the **fridge**.

**Woman:** Anything else?

**Man:** Nope, that's all for now. Hey, **hon**, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

**Woman:** **Humph**

**Man:** "Humph" What do you mean "Humph." I was the star \_\_\_\_\_ in high school.

**Woman:** Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

**Man:** So, what are you suggesting? \_\_\_\_\_ I just **abandon** the idea? I'm not that **out of shape**.

**Woman:** Well . . . you ought to at least have a **physical** before you begin. I mean, it HAS been at least \_\_\_\_\_ years since you played at all.

**Man:** Well, okay, but . . .

**Woman:** And you need to watch your diet and **cut back on** the fatty foods, like ice cream. And you should try eating more fresh \_\_\_\_\_ and \_\_\_\_\_.

**Man:** Yeah, you're probably right.

**Woman:** And you should \_\_\_\_\_ a little weight training to strengthen your muscles or perhaps try cycling to build up your **cardiovascular system**. Oh, and you need to go to \_\_\_\_\_ early instead of watching TV half the night.

**Man:** Hey, you're starting to sound like my personal \_\_\_\_\_ instructor!

**Woman:** No, I just love you, and I want you to be around for a long, long time

## Pre- Reading

Column A contains words from the next reading activity and Column B contains their corresponding meaning. Match meanings in Column B with their corresponding word in Column A.

<b>Column A</b>		<b>Column B</b>
Doses	( )	4. Results, consequences.
Reward	( )	5. Decrease, cut down.
Healthy	( )	6. Abstinence from food.
Diet	( )	7. Portion of a drug or other consumable.
Reduce	( )	8. Payment, prize.
Bad mood	( )	9. In good condition.
Effects	( )	10. Feeling angry.



READING

▲ Fill in the blanks with words from the box. Then choose a title.

**Title:** \_\_\_\_\_



Scientists around the world agree that the key to staying \_\_\_\_\_ and keeping fit is to eat less and do \_\_\_\_\_ exercise such as walking or cycling. However, people who exercise too intensively often \_\_\_\_\_ themselves by spending the rest of

the day in front of the TV set. At the same time, they have to eat more to give them \_\_\_\_\_ for the next workout. To avoid gaining \_\_\_\_\_, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise.

A low-fat \_\_\_\_\_ may be good for your waistline, but research suggests it may have negative psychological \_\_\_\_\_. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad \_\_\_\_\_.

Many of us already know that drinking coffee raises your blood \_\_\_\_\_ but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular \_\_\_\_\_ of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can \_\_\_\_\_ the risk of heart \_\_\_\_\_ and have a positive effect on \_\_\_\_\_ levels and high blood pressure.

attacks  
chemicals  
cholesterol  
diet  
doses  
effects  
energy  
healthy  
heart  
mood  
physical  
pressure  
protect  
reduce  
reward  
weight

If you're a chocolate fan, there's good news for you! Recent studies have revealed that \_\_\_\_\_ found in chocolate can not only put you in a good mood but also \_\_\_\_\_ you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of \_\_\_\_\_ disease.

## KEY ANSWERS:

Scientists around the world agree that the key to staying **healthy** and keeping fit is to eat less and do **physical** exercise such as walking or cycling. However, people who exercise too intensively often **reward** themselves by spending the **rest** of the day in front of the TV set. At the same time, they have to eat more to give them **energy** for the next workout. To avoid gaining **weight**, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise.

A low-fat **diet** may be good for your waistline, but research suggests it may have negative psychological **effects**. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad **mood**.

Many of us already know that drinking coffee raises your blood **pressure** but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular **doses** of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can **reduce** the risk of heart **attacks** and have a positive effect on **cholesterol** levels and high blood pressure.

If you're a chocolate fan, there's good news for you! Recent studies have revealed that **chemicals** found in chocolate can not only put you in a good mood but also **protect** you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of **heart** disease.

# What is the Main Idea?

Name \_\_\_\_\_

Title:

MAIN IDEA:

DETAIL:

DETAIL:

DETAIL:



*Spoken Interaction*  
**TAKING NOTES**



**Asking for opinions:**

**Giving opinions:**

**Expressing Agreement:**

**Expressing Disagreement:**

# Agreeing and Disagreeing

## Agreeing

I agree with this opinion.

I completely agree with this view.

This is absolutely right.

I couldn't agree more.

I can't agree more.

You're absolutely right.

I share the same opinion.

I share the same idea.

## Disagreeing

I'm afraid, I can't agree with you.

I disagree with you.

I don't agree with you.

I'm not sure I agree with you

I think this is not right.

# Asking for and Giving Opinion

Asking for opinion :

- What do you think about...?
- What's your opinion about... ?
- how do you feel about... ?
- Where do you stand on the question of... ?
- What's your reaction about... ?
- What is your point of view on...?



Giving opinion :

- I think...
- As far as I'm concerned,...
- To my mind,...
- I believe that ...
- As I see it,...
- It seems to me that ...
- In my point of view, ...
- In my opinion, ...
- From my point of view ...
- I am of the opinion that ...
- My personal view is that ...



Didactic Planning Week # 2			
Term: I	Level: Eleventh	Unit: 1	Week: 2
Domain: Socio-interpersonal and Academic	Scenario: Recipes for Success	Theme: Add a pinch of positive attitude	
Enduring Understanding: A positive attitude and a healthy lifestyle help people to be successful in life.			
Essential Question: What is successful living?			
New Citizenship:			
<b>Dimensions</b>			
1. Ways of thinking (v)			
2. Ways of living in the world (v)			
3. Ways of relating with others (v)			
4. Tools for integrating with the world (v )			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frames</b>  <u>Subject + will +verb (infinitive)+complement</u> ✦ I will study every day.  <u>Subject + will be+ verb (ing)+complement</u> ✦ Kristen will be arriving soon in order to help with the community event  Will you be joining the organization of the festival? <b>Vocabulary</b>	<b>Function</b> <ul style="list-style-type: none"> <li>Describing experiences and events about having a positive attitude in everything.</li> </ul> <b>Discourse Markers</b> Connecting words expressing cause and effect, contrast, etc.: <ul style="list-style-type: none"> <li>On the other hand, we could study for the test and then go out.</li> <li>However, this depends on your attitude towards life challenges.</li> </ul> Markers to structure informal spoken	<b>Psycho-social</b> - Working on my own strengths and limitations. <b>Socio-cultural</b> - Promoting healthy habits for improving my family and classmates' lives.	

<p><b><u>Positive attitude</u></b></p> <p>-helping out friends, role models, cooperate with community activities and events, adaptable affectionate brave, bright broad-minded, calm, determined emotional energetic friendly, optimistic, passionate polite, reliable, Vending machine, Salad bar...</p> <p><b><u>Feelings</u></b> Happy, alive, good, great, clam, playful, peaceful, courageous, reliable, lucky, comfortable, amazed, optimistic, fortunate, pleased, delighted, interested, surprised, thankful, satisfied, content, animated</p> <p><b><u>AGREEING AND DISAGREEING</u></b></p> <p>Disagree:</p> <ol style="list-style-type: none"> <li>I think I disagree.</li> <li>I'm not so sure.</li> <li>I'm not convinced</li> <li>Don't get me wrong, but I don't think so.</li> </ol> <p>Agree</p> <ol style="list-style-type: none"> <li>I agree.</li> <li>I think you're right.</li> </ol>	<p>discourse</p> <ul style="list-style-type: none"> <li>✦ Yes, I suppose so.</li> <li>✦ I know how you feel</li> </ul> <p>You know, I don't like her either.</p> <p><b><u>Social Language</u></b></p> <p><b><u>Samples</u></b></p> <ul style="list-style-type: none"> <li>✓ Couch potato</li> <li>✓ Fitness freak</li> <li>✓ Freshman 15</li> <li>✓ All-nighter</li> </ul>	
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c) Yes, definitely			
d) Maybe you've got a point there.			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Total Time 200 min (5 lessons)
Learner...	Learner can	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, T posts Can Do's on the board in order to follow them as a class agenda.</p> <p style="text-align: center;"><b>Participating: Warm up</b></p> <p>Teacher presents to the learners the 12 steps to develop a positive attitude. She/ he asks the learners to take notes about the presentation. <a href="https://es.slideshare.net/TrainSmart/12-steps-to-developing-a-positive-attitude">https://es.slideshare.net/TrainSmart/12-steps-to-developing-a-positive-attitude</a></p> <p>After showing the presentation to the learners, the teacher asks them what they think about the steps and what they understood. Learners can guide themselves towards the understanding of steps being presented through the pictures included in this source.</p> <p style="text-align: center;"><b>Engaging: Activation of prior knowledge</b></p> <p>The teacher writes the unit's topic in a color paper: <b>"Add a pinch of positive attitude"</b> and sticks/shows it on the board/screen. Teacher asks learners about different ways they consider are useful for having a positive attitude and brainstorm the learners' opinions on the board/screen.</p> <p>The teacher writes on the board/screen some questions taking into account the 12 steps to develop a positive attitude. The learners answer the following questions:</p> <p>1- Which one got my attention the most?</p>	<p style="text-align: right;">2'</p> <p style="text-align: right;">6'</p> <p style="text-align: right;">15'</p>

- 2- Which step do I apply in my daily life?
- 3- Is there any step which I don't apply? Which one?

The teacher finishes this step explaining that in order to be successful, it is necessary to have a balance with mind and body and that everything combines to have a positive attitude.

**Introducing**

The teacher reminds learners that in order to develop a positive life and attitude, probably, they will have to make some changes and face challenges. For that reason, in order to set goals, it is necessary to use the Simple Future in some occasions. (e.g. I will stop thinking about video games./ I will start studying positive quotes from different authors every day). That is why she/ he gives a review about the Simple Future construction for learners to practice this tense.

**Positive Sentences**

**Subject + Auxiliary Verb + Main Verb + \_\_\_\_\_.**


**Grammar Rules:**

- **Auxiliary Verb** - "will" is used.
- **Main Verb** - is always in the base form


	Subject	Auxiliary Verb	Main Verb	
<u>1st Person</u>	I	will	eat	dinner soon.
<u>2st Person</u>	We	will	clean	our room before we go to sleep.
<u>3st Person Singular</u>	The boys	will	do	their homework soon.
<u>3st Person Plural</u>	The judges	will	choose	a winner in a little while.


After making the review of the topic, the teacher gives the learners a worksheet where they have to organize the scrambled sentences using the Simple Future. Once the learners finish solving the exercise individually, teacher along with the learners check answers orally.

25'

<p>L.2. distinguishes the important details in a relatively long conversation.</p> <p><u>Indicator of learning:</u></p> <p>L.2.1 Identifies key words about positive attitudes.</p> <p>L.2.2. Recognizes main ideas and details from an audio about positive attitudes</p> <p>L.2.3. Recognizes supporting details in audios about healthy habits.</p> <p>L.2.4. Recognizes main ideas from audios about healthy habits.</p>	<p>L.2. understand the important details in a relatively long conversation that is overheard regarding positive attitudes and stories of successful people</p>	<p style="text-align: center;">Simple future practice</p> <p><b>Instructions:</b> Look at the following scrambled sentences. Unscramble each of them using the correct form of the Simple Future. Write your answers on the given lines</p> <ol style="list-style-type: none"> <li>1. Tomorrow-will -sunny-it be _____</li> <li>2. soon-will-begin-The-movie _____</li> <li>3. I-on vacation-go-will-month-next _____</li> <li>4. watch-I-tonight-TV-will _____</li> <li>5. English-study-will-next-They-year _____</li> <li>6. park-I-go-will-to the _____</li> <li>7. My sister-abroad-travel-will _____</li> </ol>  <p><b>Pre-listening</b> The teacher sticks /shows a series of words (feelings, bones, flying, sunshine, lights, move, imagine, dance, good, keep, sing, body) on the board/screen which are taken from the song (Can't stop the feeling) <a href="https://www.youtube.com/watch?v=ru0K8uYEZWw&amp;list=RDrU0K8uYEZWw&amp;start_radio=1&amp;t=0">https://www.youtube.com/watch?v=ru0K8uYEZWw&amp;list=RDrU0K8uYEZWw&amp;start_radio=1&amp;t=0</a></p> <p>The teacher divides the group into two subgroups: A and B, each group chooses one representative. The teacher explains that as soon as the representative listen to any of the words stuck on the board/or shown on the screen, they have to run and touch them/raise their hand. The group with most recognized words is the winner. Learners express how the words they recognized are related to positive attitudes and teacher writes on the board/screen main ideas and other details given by the learners.</p> <p>Teacher explains that they are going to listen to a conversation among Ajay, Jana and Lucía discussing about healthy eating and exercise.</p>	<p>20'</p>
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		<p><b>Listening for the first time</b> The teacher plays an audio of a conversation among Ajay, Jana and Lucía discussing about healthy eating and exercise: <a href="https://share.america.gov/everyday-conversations-healthy-eating/">https://share.america.gov/everyday-conversations-healthy-eating/</a>, but before playing it, the teacher writes the following questions on the board/screen for the learners to write them in their notebooks:</p> <ol style="list-style-type: none"> <li>1- What happens to Ajay when he stays up all night studying?</li> <li>2- Where does Jana buy vegetables?</li> <li>3- What does Ajay propose to Lucía at the end of the conversation?</li> <li>4- How does healthy living can help Ajay and Jana to stay positive in life?</li> </ol> <p>Learners listen to the conversation and pay close attention to the details asked in the previous questions.</p> <p><b>Pair/Group feedback</b> Learners share their answers in small groups first. Then, they answer the questions orally about it by raising their hands and teacher gives them feedback when necessary.</p> <p><b>Listening for the second time</b> Learners listen to the conversation again along with some common expressions that appear there. The teacher gives/sends them a copy where they have to write the correct meaning of each expression in the blanks. It is suggested that learners do not write the whole meaning but at least the main idea.</p>	<p>7'</p> <p>10'</p> <p>10'</p>
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		<p><b>Instructions:</b> Listen to the conversation among Ajay, Lucía and Jana and write the correct meaning of each expression on the blanks. It is not necessary to write the whole meaning but at least the main idea.</p> <p>1. Treaded: _____</p> <p>2. Freshman 15: _____</p> <p>3. All-nighter: _____</p> <p>4. Vending machine: _____</p> <p>5. Salad bar: _____</p> <p>6. Motivated: _____</p> <div style="text-align: center;">  </div> <p>Learners compare their answers with the whole group.</p> <p><b>Post-listening</b> Imagine that you are one of the following famous Costa Rican people:</p> <ul style="list-style-type: none"> <li>a- Keylor Navas (soccer player)</li> <li>b- Franklin Chang (Former NASA Astronaut)</li> <li>c- Maribel Guardia (Actress and singer)</li> </ul> <p>Discuss the following two points with a classmate according to the person you chose:</p> <ul style="list-style-type: none"> <li>• How having a positive attitude helps you to be successful.</li> <li>• Something that people admire about you as a famous person and that all people have to implement in their lives to be successful, healthy and famous.</li> </ul>	<p>15'</p> <p>10'</p>
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<p>SP.1. Expresses feelings about healthy living, positive attitudes,</p>	<p>SP.1. express feelings about healthy living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.</p>	<p style="text-align: center;"><b>Oral Production</b></p> <p><b>Spoken Production</b> The teacher prepares a presentation in which different phrases and thoughts about positive attitudes appear.</p>  <p>The teacher presents the previous activity and in groups of three people, learners write what they feel and think about the phrases being presented. At the end of the presentation, volunteers share information that contains feelings and opinions emanated from the phrases.</p> <p>The teacher gives a copy to the learners for them to develop the activity: <b>“Find someone who”</b>. The learners move around the classroom asking to their partners about the feelings they had in common according to each image. Teacher explains that a suggested structure for asking to the others about feelings they had in common is the following one: E.g.: Who felt _____ (excited, surprised, emotional) with the image 1?</p>	<p style="text-align: center;">5’</p> <p style="text-align: center;">17’</p>
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<p>plans for success, and stories of successful people.</p> <p><b>Indicators of learning:</b></p> <p>S.P.1.1 Expresses feelings about positive attitudes.</p> <p>S.P.1.2 Gives opinions about positive attitudes.</p> <p>S.P.1.3 Asks for common feelings about positive attitudes.</p> <p>S.P.1.4 Collects information about feelings in positive attitudes.</p> <p>SP.1.5 Reports findings about final thoughts, ideas, feelings and opinions about positive attitudes.</p>		<p><b>FIND SOMEONE WHO!</b></p> <p>Move around the classroom and find classmates who had the same feelings as you according to each of the images presented. Fill the spaces in the chart with the requested information and follow the structure to find partners with answers in common</p> <p><i>Example: Who felt _____ (excited, surprised, emotional, etc) with the image 1?</i></p> <table border="1" data-bbox="766 495 1705 636"> <thead> <tr> <th>Image</th> <th>Feeling in common</th> <th>Name of the classmate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Planning</b></p> <p>Learners analyze the information collected during the <b>Find Someone Who...</b> activity. They write notes to about the findings to prepare a presentation. They also decide on the best way to report the information.</p> <p><b>Organizing</b></p> <p>Learners organize the findings in logical sequence, decide on the sentence frames and discourse markers and the format and template or layout of the presentation.</p> <p><b>Rehearsing</b></p> <p>Once the learners have the presentation ready, they get in pairs to practice before presenting. It is important to give feedback to each other while rehearsing.</p> <p><b>Describing</b></p> <p>At the end each student reports the information including ideas, feelings and opinions given by their classmates and their final thoughts.</p>	Image	Feeling in common	Name of the classmate	1			2			3			4			<p>10'</p> <p>15'</p>
Image	Feeling in common	Name of the classmate																
1																		
2																		
3																		
4																		

<p>SI.2. starts, maintains and closes simple face-to-face conversations.</p>	<p>SI.2. start, maintain and close simple face-to-face conversations on about healthy living, positive attitudes, plans for success, and stories of successful people.</p>	<p><b>Spoken Interaction</b> The teacher makes a review about some common phrases and expressions used for agreeing and disagreeing in different contexts. Disagree:</p> <ul style="list-style-type: none"> <li>a. I disagree.</li> <li>b. I'm not so sure.</li> <li>c. I'm not convinced</li> <li>d. Don't get me wrong, but I don't think so.</li> </ul> <p>Agree</p> <ul style="list-style-type: none"> <li>a. I agree.</li> <li>b. I think you're right.</li> <li>c. Yes, definitely</li> <li>d. Maybe you've got a point there.</li> </ul> <p>Learners are asked to write this information on their notebooks.</p> <p>Learners write down on their notebooks different statements that supposedly help for having a positive and successful life and the teacher writes them on the board:</p> <ol style="list-style-type: none"> <li>1- Follow your passion and you will be successful.</li> <li>2- You have to be a perfectionist workaholic to achieve your goals.</li> <li>3- You must stay focused on your future while working toward your goals.</li> <li>4- An expensive education will jumpstart your success.</li> <li>5- Focus on you what you do best.</li> <li>6- You have to always look out for yourself.</li> </ol>	<p>30'</p>
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<p><b>Indicators of learning:</b> S.I.2.1 Starts a conversation using greetings. S.I.2.2. Sustains a face-to-face conversation about agreement and disagreement in positive attitudes. S.I.2.3 Continues with the conversation about opinions in positive attitudes. S.I.2.4 Asks for agreement and disagreement in given statements about positive attitudes. S.I.2.5 Answers questions about agreement and disagreement in</p>		<p>7- Money equals success and happiness. 8- Determination and discipline will help you achieve whatever you want. 9- It is necessary that most of the people around you, support your ideas. 10- Whatever you do, do it with love.</p> <p>Teacher asks learners to make a conversation in which they agree or disagree with the statements taking as reference this structure. She also reminds learners to include in the conversation phrases or words to show social courtesy for interrupting, changing topic, resuming or continuing an interaction.</p> <p>(Name of the student) _____, do you agree with statement 7: Money equals success and happiness? Learners should also justify their answers by giving their personal opinion. Learners have to answer taking into account the phrases and expressions used for agreeing disagreeing given before.</p> <p><b>Checking</b> The teacher uses questions to make sure learners understand the task given. She asks learners to repeat the instructions and model one example.</p> <p><b>Planning</b> Learners write a conversation in in which they agree or disagree with the statements.</p> <p><b>Elaborating</b> When writing the conversation, learners can use different previously learned sentence frames for cause and effect with social courtesy for interrupting, changing topic, resuming or continuing an interaction.</p> <p><b>Interacting</b> Learners start their own conversations. Teacher monitors the conversation and gives feedback and support when needed.</p>	
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<p>given statements about positive attitudes.          S.I.2.6 Closes the conversation about positive attitudes using a leave-taking.</p>			
<b>Integrated Mini-Project</b>			<b>Time</b>
Phase: 1 Learners make groups and choose the mini project they will develop. Teacher writes the name of the members (group) and the mini project they chose.			3'
<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<p><b>Enduring Understanding Reflection</b>          How well did the learners progress in their understanding of the Enduring Understanding?</p>			

<b>Learner Self-Assessment</b>			
<b>Week#2</b>			
<b>I can...</b>	<b>Yes</b>	<b>In progress</b>	<b>No</b>
identify key words about positive attitudes			
recognize main ideas and details from an audio about positive attitudes			
recognize supporting details in audios about healthy habits.			
recognize main ideas from audios about healthy habits.			
express feelings about positive attitudes.			
give opinions about positive attitudes.			
ask for common feelings about positive attitudes			
collect information about feelings in positive attitudes			
report findings about final thoughts, ideas, feelings and opinions about positive attitudes.			
start a conversation using greetings.			
sustain a face-to-face conversation about agreement and disagreement in positive attitudes.			
continue with the conversation about opinions in positive attitudes.			
ask for agreement and disagreement in given statements about positive attitudes.			
answer questions about agreement and disagreement in given statements about positive attitudes.			
close the conversation about positive attitudes using a leave-taking.			



## Positive Sentences

**Subject + Auxiliary Verb + Main Verb + \_\_\_\_\_.**

### Grammar Rules:

- **Auxiliary Verb** - "will" is used.
- **Main Verb** - is always in the base form

	Subject	Auxiliary Verb	Main Verb	
<u>1st Person</u>	I	will	eat	dinner soon.
<u>2st Person</u>	We	will	clean	our room before we go to sleep.
<u>3st Person Singular</u>	The boys	will	do	their homework soon.
<u>3st Person Plural</u>	The judges	will	choose	a winner in a little while.

### Simple future practice

**Instructions:** Look at the following scrambled sentences. Unscramble each of them using the correct form of the Simple Future. Write your answers on the given lines.



1. Tomorrow-will -sunny-it be

\_\_\_\_\_

2. soon-will-begin-The-movie

\_\_\_\_\_

3. I-on vacation-go-will-month-next

\_\_\_\_\_

4. watch-I-tonight-TV-will

\_\_\_\_\_

5. English-study-will-next-They-year

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6. park-I-go-will-to the

---

7. My sister-abroad-travel-will

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**Instructions:** Listen to the conversation among Ajay, Lucía and Jana and write the correct meaning of each expression on the blanks. It is not necessary to write the whole meaning but at least the main idea.

1. Treaded:

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2. Freshman 15:

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3. All-nighter:

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4. Vending machine:

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5. Salad bar:

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6. Motivated:

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## POWER POINT PRESENTATION: A PINCH OF POSITIVE ATTITUDE!

### FIND SOMEONE WHO!

Move around the classroom and find classmates who had the same feelings as you according to each of the images presented. Fill the spaces in the chart with the requested information and follow the structure to find partners with answers in common

*Example: Who felt \_\_\_\_\_ (excited, surprised, emotional, etc.) with the image 1?*

Image	Feeling in common	Name of the classmate
1		
2		
3		
4		

Didactic Planning Week # 3			
Term: I	Level: Eleventh	Unit:1	Week: 3
<b>Domain: Socio-interpersonal and Academic</b>		<b>Scenario: Recipes for Success</b>	<b>Theme:</b> Follow the recipe: A Plan for success
<b>Enduring Understanding:</b> A positive attitude and a healthy life style help people to be successful in life.			
<b>Essential Question:</b> What is successful living?			
<b>New Citizenship:</b>			
<b>Dimensions</b>			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world ( )			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p style="text-align: center;"><b>Grammar &amp; Sentence Frames</b></p> <p><u>Phrasal verbs, extended.</u></p> <ul style="list-style-type: none"> <li>✦ Get ahead</li> <li>✦ In order to get ahead at work, she is working long hours and volunteering for many projects.</li> <li>✦ Draw up</li> </ul> <p style="text-align: center;"><b>Future tense</b> Will / be going to</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><u>Follow the recipe: a plan for success</u></p> <p>-Perseverance, determination, humility, goal setting, planning, goals, objectives, reflective, smart plan, fight, persistent, determined, stubborn, tireless,</p>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>• Describing future plans to become successful.</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> <li>• On the other hand, we could study for the test and then go out.</li> <li>• However, this depends on your attitude towards life challenges.</li> </ul>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Working on my own strengths and limitations.</li> <li>- Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p style="text-align: center;"><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>- Supporting classmates to reach goals together.</li> </ul> <p><u>Idioms</u></p> <ul style="list-style-type: none"> <li>- In the bag</li> </ul> <p><u>Proverbs / Quotes</u></p>	





Learners answer two questions:

- ✓ Who are these people?
- ✓ Are they successful?

Then, learners read the following quotations pasted on the board / or shown on the screen and two or three volunteers give their opinion about what they think about it.

- Success is a journey not a destination. -- Unknown Author
- Better late than never.        - Unknown Author

\*\*Look for the quotations in the resource section.

**SUCCESS IS A JOURNEY NOT  
A DESTINATION.** - Unknown Author

**BETTER LATE THAN NEVER.**  
- Unknown Author

		<p style="text-align: center;"><b>Engaging: Activation of prior knowledge</b></p> <p>Learners are going to read the following situations, and then based on their opinion, are going to decide which of these situations are examples of success. Look for them in the resource section.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <ol style="list-style-type: none"> <li>1) A man loses his job and sets up a new business, which goes on to become a multi-million pound enterprise, but along the way, he becomes so obsessed with his new company that he neglects his family and they leave him.</li> <li>2) A person who lives separately from the parents.</li> <li>3) A boy loses a leg in a road accident. He goes back to school and passes his exams the same year.</li> <li>4) A person who is independent in his relations with other people.</li> <li>5) A sportsman wins Olympic gold in the marathon. Although the tests are all negative, he knows in his heart he was taking performance-enhancing drugs.</li> <li>6) A person who shares everything with other people.</li> <li>7) Some students pass their exams very easily. They had worked very hard but the teacher had also given them the answers on the morning of the test.</li> <li>8) A person who succeeds by his/her own efforts.</li> <li>9) A person who works very hard to become cleverer and better.</li> <li>10) A single mother with no free time gets a part-time job as a secretary. She loses it within a week and goes back to care for her children full-time.</li> <li>11) A person who thinks only about himself/herself</li> <li>12) A film director wins five Oscars for a film that has shocked his local Scottish city community because it gives a false impression of their history.</li> <li>13) A person who has no friends.</li> <li>14) A young scientist discovers something that could become a cure for cancer. At the moment, it is uncertain if his discovery will amount to anything.</li> </ol> </div>	<p>10 min</p>
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Introducing

25'

Teacher reviews future tense with “will” and includes future with “be going to”. Then, explains the differences and the uses by giving examples.

The teacher provides the summary chart to all learners from the resource section. Then, learners complete the practice about future tense from the resource section.

**ENGLISH GRAMMAR WILL vs. GOING TO**

**WILL**  
**Rapid Decision**  
 - I'm thirsty. I think I **will** buy a drink.  
**Offer**  
 - That looks heavy. I **will** help you with it.  
**Promise**  
 - Don't worry, I **won't** tell anyone.  
**Threat**  
 - If you don't stop, I **will** tell your mother.  
**Refusal**      *won't = will not*  
 - She **won't** listen to anything I say.

**GOING TO**  
**Prior Plan**  
 = The decision was made before the moment of speaking.  
 - I'm **going to** the beach next weekend with my friends.  
**Evidence / Signs**  
 = When there are signs that something is likely to happen.  
 - My stomach hurts a lot and I think I **am going to** throw up.  
 - It's 70-0. They're **going to** win.

You can use both **Will** and **Going to** for making predictions.  
 - I think it **will** rain tomorrow.      =      - I think it **is going to** rain tomorrow.

**COMPARE: Are you busy this evening?**  
 - I haven't made any plans.      - Yes, I'm **going to** the movies.  
 I think I **will** probably watch TV.      Only **Going to** is possible because this is a prior plan.  
 OR I'm probably **going to** watch TV.

**Will** and **going to** are both possible here. We are "predicting" what will happen because nothing is planned.

In spoken English **Going to** is often pronounced as "**gonna**".

www.grammar.cl      www.woodwardenglish.com      www.vocabulary.cl

**will or going to**

**Circle the correct answer**

- Oh look! It **is going to/ will** snow soon.
- Next summer I **am going to/ will** backpack around Europe.
- Ring! Ring! I **am going to/ I'll** answer it.
- I think our team **is going to/ will** win the match.
- In 2055 robots **are going to/ will** be our teachers.
- Tonight we **are going to have/ will have** a birthday party for my brother.
- Sponge Bob **is going to/ will** work at the Crabby Patty tonight.
- My friends **are going to/ will** go to the movies tonight.
- I doubt that he **is going to/ will** pass the English test.
- He **is going to/ will** study for the test tomorrow.
- Be careful! You **are going to/ will** drop the dishes.
- During summer vacation we **are going to/ will** go swimming every day.
- I'm sure that you **are going to/ will** find your lost ring.
- I **am going to/ will** help you carry your books.
- Look out! That dog **is going to/ will** bite you if you get near him.

**Fill in will or the correct form of be going to**

- Next Saturday we \_\_\_\_\_ (attend) an NBA game.
- I think the game \_\_\_\_\_ (be) at the Olympic arena.
- My father \_\_\_\_\_ (buy) tickets tonight.
- \_\_\_\_\_ the Miami Heat \_\_\_\_\_ (win) the championship?
- The weather \_\_\_\_\_ (be) dreadful tomorrow. But I doubt that it \_\_\_\_\_ (snow) in June.
- We use the word(s) \_\_\_\_\_ when we want to talk about predictions.
- In 300 years people \_\_\_\_\_ (travel) with flying cars instead of airplanes.
- We use the word(s) \_\_\_\_\_ when we offer to help someone.
- I \_\_\_\_\_ (lift) that heavy box for you.
- I think that schools \_\_\_\_\_ (not/use) \_\_\_\_\_ books- they \_\_\_\_\_ (give) every child a tablet computer.
- When we speak about plans we use \_\_\_\_\_.
- Later I \_\_\_\_\_ (read) a science fiction book on my e-reader.

**Yes or no**

- will is used for plans \_\_\_\_\_
- will is used for predictions \_\_\_\_\_
- am going to is used for plans \_\_\_\_\_
- will is used for offers of help \_\_\_\_\_
- will is used for something likely to happen \_\_\_\_\_
- am going to is used after "I think" \_\_\_\_\_
- will is used for decisions I make now \_\_\_\_\_



<p>R.1.5 Distinguishes statements that are related to success.</p>		<p>Then, based on the reading, learners read statements and check (✓) if they are considered examples of success.</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to having a successful career and life.</p> <p><b>1. Reading for the first time</b></p> <p>Skim the text 'What Makes people Successful?' and answer the following question:</p> <ul style="list-style-type: none"> <li>➤ What is the main idea of the text?</li> <li>➤ What is success?</li> <li>➤ Then, based on the reading, check the affirmations you consider are examples of success.</li> </ul> <p>A. ___ There is a general consensus on the definition of success.          B. ___ A lot of people think that you are successful if you are rich and famous.          C. ___ Successful people choose careers that match their skills.          D. ___ Successful people don't plan their lives.          E. ___ Doing what comes naturally to you helps make you successful.          F. ___ Raising a happy family is not enough to be considered successful.</p> </div> <p><b>Pair/Group feedback</b> In pairs, learners discuss their answers. Then, they share their responses with the class.</p>	<p>5'</p>
<p>R.1.6. Distinguishes relevant information about success.</p>		<p><b>Reading for the second time</b> Learners read the text for the second time. Learners are asked to work on a copy that contains some questions. In part A, each question has three possible answers. Learners should choose the most accurate answer to each of the questions.</p>	<p>10'</p>

Choose the most accurate summary of the corresponding answer from the following questions:

1. What kind of other definitions can be found about how to succeed?

- a) People can define success as having material goods and raising a family.
- b) Success is measured only by being rich and famous. However, other people consider that it is defined when others reach their goals in life.
- c) The definitions of success can vary from one individual to another. Thus, some people can measure it by having material goods, reaching their life goals or simply giving their best to their families or community.

2. How can a successful person be defined?

- a) It can be defined when someone is enjoying what he/she does. Nevertheless, he/she can encounter ups and downs in their lives in a regular basis. For this reason, it cannot have an exact definition at all.
- b) Human beings as a whole can feel the pleasure of being successful by his or her job, and lives in general making sure that they are entirely pleased with them.
- c) A successful person is someone who presents an exceptionally high degree by having material goods and have lived happily with their families.

In part B, Learners answer three questions related to success.

3. How can be reach the feeling of a successful life?

4. What aspects do we need to consider to plan a successful life?

5. Based on your opinion, what is the best definition for success?



R.1.7 Answer questions related to success.

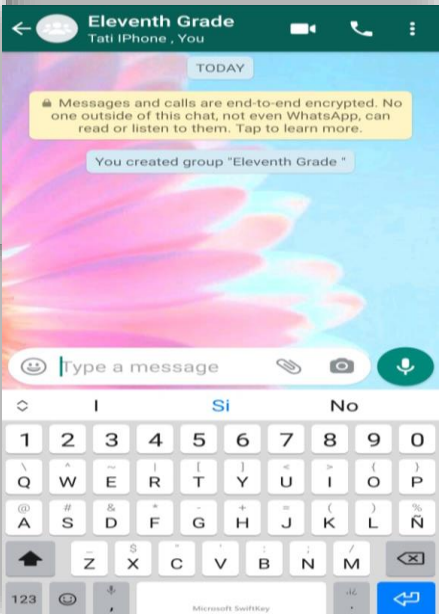
5'



<p>R.1.8 Provides reasons that justify why people are successful.</p> <p>W.1. writes his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p> <p>W.1.1 Brainstorms ideas about healthy living attitudes.</p> <p>W.1.2. Uses specific guidelines to draft a message.</p> <p>W.1.3. Drafts messages about own attitudes and plans for a successful future.</p>	<p>W.1. write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p>	<p><b>Post-reading</b>        Taking into account the previous information, learners are going to choose five examples of successful people in their community and provide a reason why they consider those people are successful. Then, three or more volunteers share their answers.</p> <p style="text-align: center;"><b><u>Written Production</u></b></p> <p><i>Karla just recovered from a very serious accident that changed her life. There’s a before and an after in her life, after this accident. She decided to write a reflective message about her own healthy living, attitudes and plans in order to have a successful future. Let’s pretend you are Karla. Write a reflective message using going for future tense and connectors to write your plan in order to send a WhatsApp message, post an entry in a blog or writing using sticky notes.</i></p> <p><b>Pre-writing</b>        Learners brainstorm a list of healthy living attitudes that will help them to create a successful future. For example, Perseverance, determination, humility, goal setting, planning, goals, hard work, positive attitude, etc...</p> <p><b>Drafting</b>        Learners draft a message using the future tense, about the <u>5 key steps plan to create a successful life</u>. They are going to use the following questions to guide themselves when writing their messages:</p> <ul style="list-style-type: none"> <li>• With your own words, define success.</li> <li>• What are the ingredients (characteristics) to become a successful person?</li> <li>• What is the recipe to create a successful future?</li> <li>• What will you do to create a successful future? Mention five key steps you consider are necessary to get it.</li> <li>• Are you a successful person? Why do you think so?</li> </ul>	<p>15’</p> <p>5’</p> <p>30’</p>
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<p>W.1.4. Revises messages about own attitudes and plans for a successful future.</p> <p>W.1.5 Edits final version of the messages about own attitudes and plans for a successful future.</p> <p>W.1.6. Publishes messages about own attitudes and plans for a successful future.</p>		<p><b>Example:</b> “There are different ways to define success. In my opinion, to be successful is ..... Each person has different ideas about how to set goals and achieve them. In my case, the recipe to be successful is composed by ingredients like..... <u>Besides</u> those ingredients, it is important to outline a plan in order to create a successful future. Therefore, here are my 5 steps to get it.</p> <ol style="list-style-type: none"> <li>1. I will define my priorities in order to focus on what is important.</li> <li>2. I am going to set small goals that help me to achieve the main objective....., etc.</li> <li>3. ....</li> <li>4. ....</li> <li>5. ....</li> </ol> <p><u>To finish</u>, I think that I’m a successful person because I...”</p> <p><b>Revising:</b> In pairs, learners revise their reflective message to give and receive peer feedback. Teacher monitors the process and provides feedback.</p> <p><b>Editing</b> Learners write their final version of the message.</p> <p><b>Publishing:</b> Learners publish their messages in a WhatsApp group or in an entry blog if possible, otherwise, they will write them on sticky notes or separate papers to stick them around the classroom. They will post them and read their partners messages. At the end, after reading some of the messages, they will comment what are the three most important characteristics to be a successful person.</p>	<p>15’</p> <p>10’</p> <p>25’</p>
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		<p style="text-align: center;"><b>Written Production</b></p> <p>Write a reflective letter/message about your own healthy living, attitudes and plans in order to get a successful future.</p> <ol style="list-style-type: none"> <li>Brainstorm a list of healthy living attitudes that will help you to create a successful future.</li> <li>Draft a message about the <u>5 key steps plan to create a successful life</u>. Use the following questions to guide yourself when writing your message: <ul style="list-style-type: none"> <li>With your own words, define success.</li> <li>What are the ingredients (characteristics) to become a successful person?</li> <li>What is the recipe to create a successful future?</li> <li>What will you do to create a successful future? Mention five key steps you consider are necessary to get it.</li> <li>Are you a successful person? Why do you think so?</li> </ul> <p><b>Note:</b> use future tense and connectors to write your plan.</p> </li> <li>In pairs, read and revise your reflective message.</li> <li>Publish your message in a WhatsApp group or an entry blog if possible, otherwise, use a separate paper and paste it around the classroom. Then, read your partners messages. At the end, after reading at least three messages, comment what are the three most important characteristics to be a successful person.</li> </ol>	
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Integrated Mini-Project			Time
Phase: 2 Learners start planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members. They assign roles of participants, make lists of resources they need, learners do some online research about the selected topic.			5'
Reflective Teaching			
What worked well	What didn't work well	How to improve	
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?			

## Learner Self-Assessment

### Week #3

I can...	Yes	In progress	No
interpret the main conclusions from information read about success.			
identify key words or phrases from multimedia resources about success.			
jot down relevant information about success.			
answer questions about success.			
get the gist from texts about success.			
distinguish statements that are related to success.			
distinguish relevant information about success.			
answer questions related to success.			
write opinions about being successful.			
provide reasons that justify why people are successful.			
write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.			
brainstorm ideas about healthy living attitudes.			
use specific guidelines to draft a message.			
draft messages about own attitudes and plans for a successful future.			
revise messages about own attitudes and plans for a successful future.			

edit final version of the messages about own attitudes and plans for a successful future.			
publish messages about own attitudes and plans for a successful future.			



### J.K Rowling



**Age:** 52

**From:** UK

**Famous for:** She wrote the Harry Potter books and is the best-selling author in the UK

**Awards:** Author of the Year Award, Children's Book of the Year Awards

**Good Works:** She has founded a charity and gives £5 million each year to help people in poverty

**Fun Fact:** She has written short stories about Harry Potter to raise money for charity

### Ed Sheeran



**Age:** 26

**From:** UK

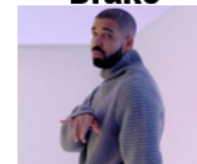
**Famous for:** Singing and playing guitar, he has recorded 3 albums, his latest album has been the fastest selling album by a male singer ever

**Awards:** 2 Grammy Awards, MBE for music and charity work (a special award given by the Queen of Britain)

**Good Works:** He has donated money to a children's hospital and to cancer charities

**Fun Fact:** He has over 60 tattoos

### Drake



**Age:** 31

**From:** Canada

**Famous for:** He raps and sings and he has released 4 albums and 5 mixtapes and has created a clothing brand

**Awards:** 3 Grammy awards

**Good Works:** He has donated recording equipment to a poor school in the USA and his music festival raises money for children's charities each year

**Fun Fact:** Before he started rapping, Drake appeared in a TV series called 'Degrassi'

### Stephen Hawking



**Age:** 76

**From:** UK

**Famous for:** He has studied science and has written theories about space and physics; he is the most famous scientist in the world

**Awards:** Albert Einstein Prize, Fundamental Physics Prize

**Good Works:** He has founded a charity to help students study physics

**Fun Fact:** He has Motor Neurone disease which means he is paralysed, but he has continued to work and has inspired other disabled people

### Kim Kardashian



**Age:** 37

**From:** California, USA

**Famous for:** She has appeared on TV in reality shows and has become a 'pop culture phenomenon'; she has earned \$45 million

**Awards:** Teen Choice Reality Star award, Glamour Businesswoman of the Year

**Good Works:** She has donated lots of money to children's hospitals and has promoted body positivity

**Fun Fact:** She was robbed at gunpoint in a hotel in Paris and her jewellery was stolen

### Messi



**Age:** 30

**From:** Argentina

**Famous for:** He is one of the best footballers in the world and he has scored 366 goals in La Liga

**Awards:** 29 football trophies with his team, 4 Golden Ball Awards and 4 Golden Football Boot Awards

**Good Works:** He has donated lots of money to charity and has founded his own charity to help children have healthcare and education

**Fun Fact:** The only football club he has played for is Barcelona FC



### Emma Watson



**Age:** 27

**From:** UK

**Famous for:** She acted in the Harry Potter films and other films, she is a feminist inspiration

**Awards:** British Style Award, 5 Teen Choice Awards for her films

**Good Works:** She has promoted women's rights and supported the United Nations' feminist campaign 'HeForShe'

**Fun Fact:** She studied at English Oxford University and then at Brown University in the USA

### Leonardo DiCaprio



**Age:** 43

**From:** California, USA

**Famous for:** He has acted in lots of films, including Titanic and The Great Gatsby

**Awards:** 1 Oscar, 3 Golden Globe awards

**Good Works:** He has founded a charity to help stop global warming and protect the environment and animals; he uses eco-friendly cars and products

**Fun Fact:** He is named after Leonardo Da Vinci, the painter

### Mark Zuckerberg



**Age:** 33

**From:** New York, USA

**Famous for:** He helped to create Facebook and is worth \$74 billion

**Awards:** Times' 'Person of the Year' Award

**Good Works:** He has donated over \$1 billion to charity and he has founded a charity focussed on health and education

**Fun Fact:** He started computer programming age 12

### Malala



**Age:** 20

**From:** Pakistan

**Famous for:** She is an activist and she has advocated for woman's education and children's education

**Awards:** Nobel Peace Prize, National Youth Peace Prize

**Good Works:** She has created the Malala Fund, a charity to support education for girls

**Fun Fact:** She was shot by the Taliban in Pakistan and went the UK to recover and she now studies at Oxford University

### Dwayne 'The Rock' Johnson



**Age:** 45

**From:** California, USA

**Famous for:** Was a famous WWE wrestler, then he began acting. He has starred in many action films and was the highest paid film star in 2016

**Awards:** 2 'People's Choice Awards' for his acting

**Good Works:** He has founded a charity to help ill children and his Instagram is famous for its positivity

**Fun Fact:** He is part Samoan (a small Island near Australia) and has special Samoan tattoos

### Barack Obama



**Age:** 56

**From:** Hawaii, USA

**Famous for:** He was a lawyer and the first black president of the USA

**Awards:** Nobel Peace Prize, Time's Person of the Year award

**Good Works:** He created 'Obama-care' to help poor people receive medical care in the USA, helped advance LGBT rights,

**Fun Fact:** He has written 3 books and won a Grammy Award



### Simone Biles



**Age:** 20

**From:** Texas, USA

**Famous for:** being a gymnast and competing in international competitions

**Awards:** 4 Olympic gold medals and 1 bronze medal,

**Good Works:** She was adopted and raised by her grandparents and now supports a charity to help foster children and adoption homes

**Fun Fact:** She participated in a TV dance competition show and came in 4<sup>th</sup> place

### Rihanna



**Age:** 29

**From:** Barbados

**Famous for:** She sings and raps, and was the most streamed artist in 2017; she has created a clothing line called 'Fenty Puma' and a make-up line called 'Fenty Beauty'

**Awards:** 8 Grammy Awards, 'Fashion Icon' award, 6 MTV awards

**Good Works:** Founded the 'Clara Lionel Foundation' to help education programs and cancer centres in Barbados

**Fun Fact:** She has been in films, including 'Ocean's 8'

### Meryl Streep



**Age:** 68

**From:** New Jersey, USA

**Famous for:** Acting in films and TV series

**Awards:** 3 Oscars, 3 Golden Globe awards, she has been nominated and won more than any other actor

**Good Works:** She has spoken against president Trump, has donated money to women's charities, created university scholarships, she has campaigned for women's rights

**Fun Fact:** She has narrated lots of audio books

### Queen Elizabeth II



**Age:** 91

**From:** UK

**Famous for:** She has been the Queen of Britain for 66 years and she has been Queen of Britain for longer than any other king or queen

**Awards:** -

**Good Works:** She supports over 600 charities and meets people from all over the world

**Fun Fact:** She writes and reads a speech every year on TV at Christmas about the events of the last year

### RuPaul



**Age:** 57

**From:** California, USA

**Famous for:** He is a drag queen (a man who dresses as a woman), he has recorded 14 albums, he has presented a drag queen competition TV show

**Awards:** 2 Emmy Awards for his TV series

**Good Works:** He has educated people about the LGBT community and supports LGBT people around the world

**Fun Fact:** RuPaul was the first drag queen to appear on mainstream TV in the USA

### Jane Goodall



**Age:** 83

**From:** UK

**Famous for:** She has studied Chimpanzees for over 50 years and is the world's best chimpanzee expert

**Awards:** OBE (a special award from the Queen of Britain), World Wildlife Award for Conservation

**Good Works:** She has founded an institute to research about Chimpanzees and help to protect them and their habitat

**Fun Fact:** She was the first person to discover that chimpanzees use tools

**SUCCESS IS A JOURNEY NOT  
A DESTINATION.** - Unknown Author

**BETTER LATE THAN NEVER.**  
- Unknown Author

- 1) A man loses his job and sets up a new business, which goes on to become a multi-million pound enterprise, but along the way, he becomes so obsessed with his new company that he neglects his family and they leave him.
- 2) A person who lives separately from the parents.
- 3) A boy loses a leg in a road accident. He goes back to school and passes his exams the same year.
- 4) A person who is independent in his relations with other people.
- 5) A sportsman wins Olympic gold in the marathon. Although the tests are all negative, he knows in his heart he was taking performance-enhancing drugs.
- 6) A person who shares everything with other people.
- 7) Some students pass their exams very easily. They had worked very hard but the teacher had also given them the answers on the morning of the test.
- 8) A person who succeeds by his/her own efforts.
- 9) A person who works very hard to become cleverer and better.
- 10) A single mother with no free time gets a part-time job as a secretary. She loses it within a week and goes back to care for her children full-time.
- 11) A person who thinks only about himself/herself
- 12) A film director wins five Oscars for a film that has shocked his local Scottish city community because it gives a false impression of their history.
- 13) A person who has no friends.
- 14) A young scientist discovers something that could become a cure for cancer. At the moment, it is uncertain if his discovery will amount to anything.

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ENGLISH  
GRAMMAR

# WILL vs. GOING TO



## WILL

### Rapid Decision

- I'm thirsty. I think I **will** buy a drink.

### Offer

- That looks heavy. I **will** help you with it.

### Promise

- Don't worry, I **won't** tell anyone.

### Threat

- If you don't stop, I **will** tell your mother.

### Refusal

*won't = will not*

- She **won't** listen to anything I say.

## GOING TO

### Prior Plan

= The decision was made before the moment of speaking.

- I'm **going to** the beach next weekend with my friends.

### Evidence / Signs

= When there are signs that something is likely to happen.

- My stomach hurts a lot and I think I **am going to** throw up.

- It's 70-0. They're **going to** win.

You can use both **Will** and **Going to** for making predictions.

- I think it **will** rain tomorrow. = - I think it **is going to** rain tomorrow.

### COMPARE: Are you busy this evening?

- I haven't made any plans.

I think I **will** probably watch TV.

OR I'm probably **going to** watch TV.

- Yes, I'm **going to** the movies.

Only **Going to** is possible because this is a prior plan.

**Will** and **going to** are both possible here. We are "predicting" what will happen because nothing is planned.

In spoken English **Going to** is often pronounced as "**gonna**"



# will or going to

MyCuteGraphics



## Circle the correct answer

1. Oh look! It is going to/ will snow soon.
2. Next summer I am going to/ will backpack around Europe.
3. Ring! Ring! I am going to/ I'll answer it.
4. I think our team is going to/ will win the match.
5. In 2055 robots are going to/ will be our teachers.
6. Tonight we are going to have/ will have a birthday party for my brother.
7. Sponge Bob is going to/ will work at the Crabby Patty tonight.
8. My friends are going to/ will go to the movies tonight.
9. I doubt that he is going to/ will pass the English test.
10. He is going to/ will study for the test tomorrow.
11. Be careful! You are going to/ will drop the dishes.
12. During summer vacation we are going to/ will go swimming every day.
13. I'm sure that you are going to/ will find your lost ring.
14. I am going to/ will help you carry your books.
15. Look out! That dog is going to/ will bite you if you get near him.

## Fill in will or the correct form of be going to

1. Next Saturday we \_\_\_\_\_ (attend) an NBA game.
2. I think the game \_\_\_\_\_ (be) at the Olympic arena.
3. My father \_\_\_\_\_ (buy) tickets tonight.
4. \_\_\_\_\_ the Miami Heat \_\_\_\_\_ (win) the championship?
5. The weather \_\_\_\_\_ (be) dreadful tomorrow. But I doubt that it \_\_\_\_\_ (snow) in June.
6. We use the word(s) \_\_\_\_\_ when we want to talk about predictions.
7. In 300 years people \_\_\_\_\_ (travel) with flying cars instead of airplanes.
8. We use the word(s) \_\_\_\_\_ when we offer to help someone.
9. I \_\_\_\_\_ (lift) that heavy box for you.
10. I think that schools \_\_\_\_\_ (not/use) \_\_\_\_\_ books- they \_\_\_\_\_ (give) every child a tablet computer.
11. When we speak about plans we use \_\_\_\_\_.
12. Later I \_\_\_\_\_ (read) a science fiction book on my e-reader.



## Yes or no

1. will is used for plans \_\_\_\_\_
2. will is used for predictions \_\_\_\_\_
3. am going to is used for plans \_\_\_\_\_
4. will is used for offers of help \_\_\_\_\_
6. will is used for something likely to happen \_\_\_\_\_
7. am going to is used after I think \_\_\_\_\_
8. will is used for decisions I make now \_\_\_\_\_



# will or going to

## Circle the correct answer

1. Oh look! It is going to/ will snow soon.
2. Next summer I am going to/ will backpack around Europe.
3. Ring! Ring! I am going to/ I'll answer it.
4. I think our team is going to/ will win the match.
5. In 2055 robots are going to/ will be the teachers.
6. Tonight we are going to have/ will have a birthday party for my brother.
7. Sponge Bob is going to/ will work at the Crabby Patty tonight.
8. My friends are going to/ will go to the movies tonight.
9. I doubt that he is going to/ will pass the English test.
10. He is going to/ will study for the test last night.
11. Be careful! You are going to/ will drop the dishes.
12. During summer vacation we are going to/ will go swimming every day.
13. I'm sure that you are going to/ will find your lost ring.
14. I am going to/ will help you carry your books.
15. Look out! That dog is going to/ will bite you if you get near him.

## Fill in **will** or the correct form of **be going to**

1. Next Saturday we \_\_\_\_\_ (attend) an NBA game.
2. I think the game \_\_\_\_\_ (be) at the Olympic arena.
3. My father \_\_\_\_\_ (buy) tickets tonight.
4. \_\_\_\_\_ the Miami Heat \_\_\_\_\_ (win) the championship?
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## Yes or no

1. will is used for plans \_\_\_\_\_
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3. am going to is used for plans \_\_\_\_\_
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6. will is used for something likely to happen \_\_\_\_\_
7. am going to is used after I think \_\_\_\_\_
8. will is used for decisions I make now \_\_\_\_\_

# will or going to

## Circle the correct answer

1. Oh look! It **is going to** will snow soon.
2. Next summer **I am going to** will backpack around Europe.
3. Ring! Ring! I am going to **I'll answer** it.
4. I think our team is going to **will win** the match.
5. In 2055 robots are going to **will be** the teachers.
6. Tonight **we are going to/** will have a birthday party for my brother.
7. Sponge Bob **is going to** will work at the Crabby Patty tonight.
8. **My friends are going to** will go to the movies tonight.
9. I doubt that he is going to/ **will pass** the English test.
10. **He is going to study/** will study for the test tonight.
11. Be careful! You **are going to** will drop the dishes.
12. During summer vacation **we are going to/** will go swimming every day.
13. I'm sure that you are going to **will find** your lost ring.
14. I am going to **will** help you carry your books.
15. Look out! That dog **is going to** will bite you if you get near him.

**Note:** There are a lot of sentences with will. Generally we use **am going to** for the future, but in special cases we use **will**. Students should be aware of these special cases.

## Fill in **will** or the correct form of **be going to**

1. Next Saturday we **are going to attend** (attend) an NBA game.
2. I think the game **will be** (be) at the Olympic arena.
3. My father **is going to buy** (buy) tickets tonight.
4. **Will** the Miami Heat **win** (win) the championship?
5. The weather **will be** (be) dreadful tomorrow. But I doubt that it **will snow** (snow) in June.
6. We use the word(s) **will** when we want to talk about predictions.
7. In 300 years people **will travel** (travel) with flying cars instead of airplanes.
8. We use the word(s) **will** when we offer to help someone.
9. I **will lift** (lift) that heavy box for you.
10. I think that schools **won't use** /not (use) books- they **will give** (give) every child a tablet computer.
11. When we speak about plans we use **am going to**
12. Later I **am going to read** (read) a science fiction book on my e-reader.

## Yes or no

1. will is used for plans NO
2. will is used for predictions YES
3. am going to is used for plans YES
4. will is used for offers of help YES
6. will is used for something likely to happen NO
7. am going to is used after I think NO
8. will is used for decisions I make now YES

# *What makes people successful?*

Who do you think is the most successful? Who do you think is the least successful?



In order to answer these questions, we first need to define success. Everyone has a different definition. Many of us place great value on performance, on achievements, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others measure success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but mostly success is associated with becoming rich, famous, and respected at work.

Yet, it doesn't have to be that way.

Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions. However, how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities or do what comes naturally to them. For example, successful teachers are people who instinctively know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to having a successful career and life.



## 1. Reading for the first time

Skim the text **'What Makes people Successful?'** and answer the following question:

- What is the main idea of the text?
  
- What is success?
  
- Then, based on the reading, check the affirmations you consider are examples of success.

- A. \_\_\_\_ There is a general consensus on the definition of success.
- B. \_\_\_\_ A lot of people think that you are successful if you are rich and famous.
- C. \_\_\_\_ Successful people choose careers that match their skills.
- D. \_\_\_\_ Successful people don't plan their lives.
- E. \_\_\_\_ Doing what comes naturally to you helps make you successful.
- F. \_\_\_\_ Raising a happy family is not enough to be considered successful.

## 2. Reading for the second time

Read the text for the second time and then, answer the given questions in the worksheet.

### Part A

*Choose the most accurate summary of the corresponding answer from the following questions:*

1. *What kind of other definitions can be found about how to succeed?*
  - a) People can define success as having material goods and raising a family.
  - b) Success is measured only by being rich and famous. However, other people consider that it is defined when others reach their goals in life.
  - c) The definitions of success can vary from one individual to another. Thus, some people can measure it by having material goods, reaching their life goals or simply giving their best to their families or community.
2. How can a successful person be defined?



## WRITTEN PRODUCTION

Write a reflective message about your own healthy living, attitudes and plans in order to get a successful future.

1. Brainstorm a list of healthy living attitudes that will help you to create a successful future.

2. Draft a message about the 5 key steps plan to create a successful life. Use the following questions to guide yourself when writing your message:

- With your own words, define success.
- What are the ingredients (characteristics) to become a successful person?
- What is the recipe to create a successful future?
- What will you do to create a successful future? Mention five key steps you consider are necessary to get it.
- Are you a successful person? Why do you think so?

**Note:** use future tense and connectors to write your plan.

3. In pairs, read and revise your reflective message.

4. Publish your message in a WhatsApp group or an entry blog if possible, otherwise, use a separate paper and paste it around the classroom. Then, read your partners messages. At the end, after reading at least three messages, comment what are the three most important characteristics to be a successful person.

Practice for homework or extra activity

# WILL / BE GOING TO

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>- to make decisions that are made at the time of speaking</li> <li>- to state a fact about the future</li> <li>- to make a promise</li> <li>- to make a prediction</li> <li>- with words like I think, I guess, I hope, probably, possibly</li> </ul>	<ul style="list-style-type: none"> <li>- a future event that has been planned before the time of speaking</li> <li>- to make a future prediction based on facts / evidence</li> </ul>

## Fill in the blanks with the words into brackets using will or be going to.

1. My brother \_\_\_\_\_ (be) 45 in October.
2. - The phone is ringing and I'm in the shower!  
- Don't worry Mark, I \_\_\_\_\_ (answer) for you.
3. James Jones \_\_\_\_\_ (probably / become) the next President.
4. Mum is unemployed but she \_\_\_\_\_ (not / apply) for that job because it isn't well-paid.
5. I'm so excited! We \_\_\_\_\_ (move) to a bigger house next month.
6. My parents \_\_\_\_\_ (be) very proud, I have passed all the exams.
7. I think my sister \_\_\_\_\_ (pass) the exam, she has studied very hard so far.
8. I \_\_\_\_\_ (take) the kids to the mountains this winter.
9. There isn't any milk left in the fridge  
- I know, I \_\_\_\_\_ (do) the shopping this afternoon.
10. There isn't any milk left in the fridge  
- Oh sorry!, I \_\_\_\_\_ (give) you some juice instead.
11. Look at the clouds, it \_\_\_\_\_ (rain); you should take an umbrella!
12. There's a knock at the door; that \_\_\_\_\_ (be) the postman.
13. Boys \_\_\_\_\_ (be) boys!
14. When the cat is away, the mice \_\_\_\_\_ (play)
15. I'm not feeling well, I \_\_\_\_\_ (faint).
16. It's 11:00pm; I think I \_\_\_\_\_ (go) to bed now.
17. She \_\_\_\_\_ (meet) them at 6:00pm.
18. That \_\_\_\_\_ (be) the book you are looking for.
19. There \_\_\_\_\_ (be) a gale.
20. Sally is a big girl now, we \_\_\_\_\_ (buy) her a scooter.



## Answer key

1. My brother **will be** 45 in October.
2. - The phone is ringing and I'm in the shower!  
- Don't worry Mark, I **will answer** for you.
3. James Jones **will probably become** the next President.
4. Mum is unemployed but she **isn't going to apply** for that job because it isn't well-paid.
5. I'm so excited! We **are going to move** to a bigger house next month.
6. My parents **will be** very proud, I have passed all the exams.
7. I think my sister **will pass** the exam, she has studied very hard so far.
8. I **am going to take** the kids to the mountains this winter.
9. There isn't any milk left in the fridge  
- I know, I **am going to do** the shopping this afternoon.
10. There isn't any milk left in the fridge  
- Oh sorry!, I **will give** you some juice instead.
11. Look at the clouds, it **is going to rain**; you should take an umbrella!
12. There's a knock at the door; that **will be** the postman.
13. Boys **will be** boys!
14. When the cat is away, the mice **will play**
15. I'm not feeling well, I **am going to faint**.
16. It's 11:00pm; I think I **will go** to bed now.
17. She **is going to meet** them at 6:00pm.
18. That **will be** the book you are looking for.
19. There **is going to be** a gale.
20. Sally is a big girl now, we **will buy** her a scooter.

## **Charlie Chaplin's Early Life**

He was believed to have been born on April 16, 1889. There is some doubt whether April 16 is actually his birthday, and it is possible he was not born in 1889. There is also uncertainty about his birthplace: London or Fontainebleau, France. There is no doubt, however, as to his parentage: he was born to Charles Chaplin, Sr. and Hannah Harriette Hill (aka Lily Harley on stage), both Music Hall entertainers. His parents separated soon after his birth, leaving him in the care of his increasingly unstable mother.

In 1896, Chaplin's mother was unable to find work; Charlie and his older half-brother Sydney Chaplin had to be left in the workhouse at Lambeth, moving after several weeks to Hanwell School for Orphans and Destitute Children. His father died an alcoholic when Charlie was 12, and his mother suffered a mental breakdown, and was eventually admitted temporarily to the Cane Hill Asylum at Coulsdon (near Croydon). She died in 1928 in the United States, two years after coming to the States to live with Chaplin, by then a commercial success.

Charlie first took to the stage when, aged five, he performed in Music Hall in 1894, standing in for his mother. As a child, he was confined to a bed for weeks due to a serious illness, and, at night, his mother would sit at the window and act out what was going on outside. In 1900, aged 11, his brother helped him get the role of a comic cat in the pantomime Cinderella at the London Hippodrome. In 1903 he appeared in 'Jim, A Romance of Cockayne', followed by his first regular job, as the newspaper boy Billy in Sherlock Holmes, a part he played into 1906. This was followed by Casey's 'Court Circus' variety show, and, the following year, he became a clown in Fred Karno's 'Fun Factory' slapstick comedy company.

According to immigration records, he arrived in the United States with the Karno troupe on October 2, 1912. In the Karno Company was Arthur Stanley Jefferson, who would later become known as Stan Laurel. Chaplin and Laurel shared a room in a boarding house. Stan Laurel returned to England but Chaplin remained in the United States. Chaplin's act was seen by film producer Mack Sennett, who hired him for his studio, the Keystone Film Company.

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**Check true or false. Use the information given in the previous text.**

1. Chaplin might have been born some years earlier than is currently believed.

- True
- False

2. Chaplin's mother died before her son was successful.

- True
- False

3. Chaplin first performed on the stage after he arrived in the United States.

- True
- False

4. His first serious job was delivering newspapers.

- True
- False

5. His first partner on the stage was the actor, Stan Laurel.

- True
- False

6. He was discovered while working for a British organization in the United States.

- True
- False

<https://www.esl-lounge.com/student/reading/3r9-charlie-chaplin.php>

## Didactic Planning Week # 4

<b>Week: 1</b>	<b>Level: Eleventh</b>	<b>Unit: 1</b>	<b>Week: 4</b>
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<b>Domain:</b> Socio-Interpersonal and Academic	<b>Scenario:</b> Recipes for Success	<b>Theme:</b> Give me a Taste: Stories of Successful People.
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**Enduring Understanding:** A positive attitude and a healthy lifestyle help people to be successful in life.

**Essential Question:** What is successful living?

**New Citizenship:**

<b>Dimensions</b>
<b>1. Ways of thinking (v)</b>
<b>2. Ways of living in the world (v)</b>
<b>3. Ways of relating with others (v)</b>
<b>4. Tools for integrating with the world (v)</b>

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p style="text-align: center;"><b>Grammar &amp; Sentence Frames</b></p> <p><u>2nd conditional if + past simple, would/could + infinitive</u></p> <ul style="list-style-type: none"> <li>✦ What would you do if you run low of water and fresh food?</li> <li>✦ If I were a couch potato, I would ....</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <p><u>Give me a taste:</u>  <u>Stories of successful people</u> --Hard-working, trained outdoor, fitness, family, friends, open minded, healthy, wise, accomplishment, beneficial, brave, risk,</p>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>• Describing past experiences of successful people</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <p>Linkers: sequential – past time (later)          He finished his letter of intent and then went out for a while. Later, he looked at it again to see if he had missed anything important. After that, he changed some things he'd written before. Finally, he placed it in his portfolio.</p>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p style="text-align: center;"><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>– Supporting classmates to reach goals together.</li> </ul> <p><u>Idioms</u></p> <ul style="list-style-type: none"> <li>– Coach potato</li> </ul> <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> <li>– Success is a journey not a destination. -- Unknown Author</li> <li>– Better late than never. – Unknown Author</li> </ul>



<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b> 200 (5 lessons)
Learner...	Learner can...	<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Learners, teacher shares Can Do's, and class agenda, etc.</p> <p><b>Participating: Warm up</b> Teacher writes the question on the board/screen: Am I a successful person? Learners go around the class asking and responding the question. Then, they make a list on the board with the ones that said "yes" or "no". Then, they watch the following video about the definition of success <a href="https://vimeo.com/134134439">https://vimeo.com/134134439</a>. After watching the video, teacher encourages them to share some thoughts about their response now that they saw the video.</p> <p><b>Engaging: Activation of prior knowledge</b> In groups, learners think of words that express success. Then, they write them on a big piece of paper and stick it on the wall. Learners read what the other classmates wrote and clarify any vocabulary they may not know.</p> <p><b>Introducing:</b> Teacher shows the following pictures:</p>	<p style="text-align: center;">5'</p> <p style="text-align: center;">15'</p> <p style="text-align: center;">15'</p> <p style="text-align: center;">35'</p>



Teacher asks:

- what would you do if you were a couch potato?
- what would you do if you were at risk for diabetes?
- what would you do if you won the lottery?

Teacher elicits learners to give their opinion.

Then, teacher explains the use and purpose of second conditional.

We use the **second conditional** to talk about:

- ✚ Situations in the present which are unreal/improbable.
- ✚ Situations in the future that we think are unreal/unlikely to happen.

**Form:**

If-clause (condition)	main clause (result/consequence)
If+ subject + past simple	subject+ would + base form of verb

Example:

- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)
- She **would pass** the exam if she **studied**. (She never studies, so this won't happen)

Adapted and retrieved from <https://open.books4languages.com/english-b1-grammar/chapter/second-conditional/#exercises>  
<https://www.perfect-english-grammar.com/second-conditional.html>

10'

Learners get in pairs and do the grammar practice. Then, they compare their answers with another group. Then, the whole class check the answers.

**Complete the following conversations with the correct form of if or would.**

1. A: What would Bryan do if he \_\_\_\_\_ his exams? (fail)  
B: He \_\_\_\_\_ to college. (not/go)
2. A: If you did more exercise, you \_\_\_\_\_ healthier. (be)  
B: Yes, I know, I \_\_\_\_\_ my high cholesterol level. (prevent)
3. A: If I \_\_\_\_\_ (work) hard, I would accomplish my dreams.  
B: of course, you just have to try and organize your time.
4. A: If Paul \_\_\_\_\_ (be) nicer, more people would like him.  
B: he must change that awful attitude.
5. A: If we \_\_\_\_\_ (use) less electricity, we would save money.  
B: Let's stop baking cookies and cakes every week. Maybe that would change it.

<p>SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p><b>Indicators of learning:</b></p> <p>SP.2.1. Takes a position in given cases using accurate information about being successful.</p>	<p>SP.2. express arguments about healthy living, positive attitudes, plans for success, and stories of successful people well enough to be followed without difficulty most of the time.</p>	<p><b>Rewrite the following sentences using second conditional:</b></p> <ol style="list-style-type: none"> <li>1. It's raining, so we can't have lunch outside.</li> <li>2. This book is too expensive, so I'm not going to buy it.</li> <li>3. It's cold, so we won't go to the beach.</li> </ol> <p><b>Use your own ideas to complete these sentences:</b></p> <ol style="list-style-type: none"> <li>1. If you exercised more, ...</li> <li>2. Justin wouldn't be so stressed, ...</li> <li>3. If I were the president of Costa Rica, ...</li> </ol> <p style="text-align: center;"><b><u>Spoken Production</u></b></p> <p><b>Planning/organizing</b></p> <p>Teacher writes and presents the following case on the board: <i><b>You are walking around the park with your friend, you decide to sit on a bench. There, you see that under the bench there is a bag. You open it and notice that the bag is full of money. What would you do?</b></i> Give your opinion about the case by creating a podcast. Think about some ideas of the possible actions they would take. Take a position and state at least three possible</p>	<p>50'</p>
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<p>SP.2.2. States possible actions in given cases about being successful.</p> <p>S.P.2.3. Gives evidence and reasons of his/her opinions about given cases.</p> <p>S.P.2.4 Expresses Agreement or disagreement with classmates' opinions about being successful.</p> <p>W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.</p> <p><b>Indicators of learning:</b>  W.2.1. Collects information about a successful person.</p>	<p>W.2. write an expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people, comparing and contrasting different</p>	<p>actions. (they could be three sequential actions or three possible alternatives). Teacher reminds them to use the conditional when talking about assumptions.</p> <p><b>Rehearsing</b></p> <p>Learners practice how they would deliver their arguments about the case. In this stage, they can record their speech to check their pronunciation. Teacher provides help as needed.</p> <p><b>Producing</b></p> <p>Learners record their definite podcast with information that contains evidence and reasons that supports their position and opinions; Then, teacher plays their audios and classmates listen and say if they agree or disagree with their classmates.</p> <p style="text-align: center;"><b>Written production</b></p> <p><b>Pre-writing</b></p> <p>Learners are told that they are part of a journalist's team in a magazine, and they are deciding who is going to be the successful person of the year to be on the cover page for next month. So, learners get in teams of 3 or 4 and choose a person they consider successful. They are asked to collect information in a chart. They complete the following chart to organize their ideas.</p>	<p>65'</p>
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<p>W.2.2. Writes sequential and logical ideas about a successful person that includes an introductory, main body and concluding paragraph.</p> <p>W.2.3 Revises paragraphs with instruments.</p>	<p>opinions on the topic and check written paragraphs or letters to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>	<table border="1" data-bbox="758 354 1841 586"> <thead> <tr> <th>Successful person's name</th> <th>Occupation</th> <th>Reasons why he/she is successful (at least five)</th> <th>Tips to become successful considering this person's experience</th> <th>Conclusions, final thoughts about the perception of success.</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Revising</b></p> <p>Each team share their paragraph with other group and the group checks it using the following checklist.</p> <p><b>Revising and editing:</b></p> <table border="1" data-bbox="850 878 1619 1235"> <thead> <tr> <th colspan="4">Editing checklist</th> </tr> <tr> <th>The paragraph...</th> <th>Yes</th> <th>No</th> <th>Partially</th> </tr> </thead> <tbody> <tr> <td>is well capitalized</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has appropriate connectors</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has an introduction</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has a main body</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has a conclusion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>has clear and logical sentences</td> <td></td> <td></td> <td></td> </tr> <tr> <td>fulfills with the information asked</td> <td></td> <td></td> <td></td> </tr> <tr> <td>uses well punctuation marks</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Successful person's name	Occupation	Reasons why he/she is successful (at least five)	Tips to become successful considering this person's experience	Conclusions, final thoughts about the perception of success.						Editing checklist				The paragraph...	Yes	No	Partially	is well capitalized				has appropriate connectors				has an introduction				has a main body				has a conclusion				has clear and logical sentences				fulfills with the information asked				uses well punctuation marks				
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<p>W.2.4. edits his/her first draft about a successful person. W.2.5. Publishes the final draft that includes background information and supporting details and examples of a successful person.</p>		<p><b>Editing</b> Considering their classmates' feedback, learners correct and modify their paragraph. Teacher also monitors learners and helps them in the editing process.</p> <p><b>Publishing</b> In letter -size cardboard, learners write their definite article, they can paste a picture of the person and try to copy the layout of the magazine. Teacher can give some picture examples of how articles look in a magazine. Finally, they paste their work on the wall or project it for learners to read it. Teacher elicits learners to choose their favorite one.</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
<p><b>Phase: 2</b> Learners get in their groups and make a list of subject experts in their community or school to interact with them about the Mini Project topic. They can also meet many subject experts from various parts of CR through social media. This helps them in getting suggestions in different possible ways, through which they can get a clear idea on their Mini Project topic.</p> <p>After getting a clear idea about the topic, they are asked to prepare a rough plan about procurement of resources. They should make a rough schedule and distribute the work among the teammates. This will keep their Mini Project on track and individuals will come to know about their part in the Mini Project rather than any individual (leader) taking full responsibilities.</p> <p>Learners make sure that the materials will be ready for the next week and that all members know their responsibility.</p>			5'
<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<p><b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?</p>			

<b>Learner Self-Assessment</b>			
<b>Week #4</b>			
<b>I can...</b>	<b>Yes</b>	<b>In progress</b>	<b>No</b>
take a position about a case using accurate information about being successful			
state possible actions in a given case about being successful			
give evidence and reasons of his/her opinion in given cases.			
express agreement or disagreement about my classmates opinions of being successful			
collect information about a successful person			
write sequential and logical ideas about a successful person that includes an introductory, main body and concluding paragraph.			
edit my first draft about a successful person.			
publish my final draft including background information and supporting details, and examples of a successful person.			





Second conditional:









**Complete the following conversations with the correct form of if or would.**

1. A: What would Bryan do if he \_\_\_\_\_ his exams? (fail)  
B: He \_\_\_\_\_ to college. (not/go)
2. A: If you did more exercise, you \_\_\_\_\_ healthier. (be)  
B: Yes, I know, I \_\_\_\_\_ my high cholesterol level. (prevent)
3. A: If I \_\_\_\_\_ (work) hard, I would accomplish my dreams.  
B: of course, you just have to try and organize your time.
4. A: If Paul \_\_\_\_\_ (be) nicer, more people would like him.  
B: he must change that awful attitude.
5. A: If we \_\_\_\_\_ (use) less electricity, we would save money.  
B: Let's stop baking cookies and cakes every week. Maybe that would change it.

**Rewrite the following sentences using second conditional:**

1. It's raining, so we can't have lunch outside.
2. This book is too expensive, so I'm not going to buy it.
3. It's cold, so we won't go to the beach.

**Use your own ideas to complete these sentences:**

1. If you exercised more, ...
2. Justin wouldn't be so stressed, ...
3. If I were the president of Costa Rica, ...

*Adapted from [https://people.unica.it/elisabettasoro/files/2017/12/2.-Second\\_conditional\\_exercises.pdf](https://people.unica.it/elisabettasoro/files/2017/12/2.-Second_conditional_exercises.pdf)*

**Written production:**  
**Planning and organizing ideas.**

Successful person's name	Occupation	Reasons why he/she is successful (at least five)	Tips to become successful considering this person's experience	Conclusions, final thoughts about the perception of success.

### Revising and editing:

Editing checklist			
The paragraph...	Yes	No	Partially
is well capitalized			
has appropriate connectors			
has an introduction			
has a main body			
has a conclusion			
has clear and logical sentences			
fulfills with the information asked			
uses well punctuation marks			





## Review and Integrated Mini-Project Week # 5

**Level: 11<sup>th</sup>**

**Unit: 1**

**Enduring Understanding:** A positive attitude and a healthy lifestyle help people to be successful in life.

**Essential Question:** What is successful living?

### New Citizenship:

#### Dimensions

**1. Ways of thinking (✓)**

**2. Ways of living in the world (✓)**

**3. Ways of relating with others (✓)**



**4. Tools for integrating with the world (✓)**

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p style="text-align: center;"><b>Grammar &amp; Sentence Frame</b></p> <ul style="list-style-type: none"> <li>▪ Did Ls use all sentence frames?</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Did Ls say aloud, write and understand all vocabulary?</li> </ul>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>▪ Did Ls use all functions?</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>▪ Did Ls practice the discourse markers in spoken interactions?</li> </ul>	<p style="text-align: center;"><b>Psychosocial</b></p> <p>Did Ls show evidence of ...</p> <ul style="list-style-type: none"> <li>✚ Working on their own strengths and limitations.</li> <li>✚ Being flexible and open to changes to reach success in many areas of life.</li> </ul> <p style="text-align: center;"><b>Sociocultural</b></p> <p>Did Ls show evidence of ...</p> <ul style="list-style-type: none"> <li>✚ Supporting classmates to reach goals together.</li> <li>✚ Promoting healthy habits for improving my family and classmates lives.</li> </ul> <ul style="list-style-type: none"> <li>▪ Did Ls practice idioms and quotes?</li> </ul>

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
<ul style="list-style-type: none"> <li>Did Ls achieve all indicators of learning?</li> </ul>	<ul style="list-style-type: none"> <li>Can Ls do all tasks?</li> </ul>	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or create Optional Activities that follow these plans. (If necessary)	40´
Options		Integrated Mini-Project	Time
<p><b>Suggested Integrated Mini Project</b></p> <p>-“A Healthy lifestyle stand” (groups of 3/4)  <b>Task:</b> You and your friends are presenters at the School HEALTH FAIR. You have to raise awareness and show your classmates what they can do to improve their health. Each stand should have a different topic (healthy food/eating, mental health, positive attitudes, exercising, etc.) Choose your topic, organize your ideas, make a creative stand and present the information to your classmates.</p> <p>-“ Picturing myself in the future” (picture and oral presentation) (pairs)            Teacher explains to learners that picturing their best self in the future is a good start in charting their journey to success. They have to visualize their goals coming true and how they can empower themselves to make them a reality.  <b>Task:</b> Pick a future date, perhaps 5 year, 10 years or even 15 years from now.            For this activity, concentrate on your future self at work. Imagine that everything has gone exactly how you wanted it to and all your goals have been achieved. Tell your classmates how you got there and all the habits you implemented to achieve your goals.            For example, are you in your dream job or perhaps running your own business? What work are you doing? Who are you working with? What environment are you in? Do you have an office? What is it like? Are you working full time or just two or three days each week?            Learners should try to describe their future self in as much detail as possible and include at least one picture.</p> <p>-“ A story of a Successful person” (Lap book and oral presentation) (groups of 3 )  <b>Task:</b> You and your friends will present a person you all admire the most. This person is successful in so many different ways. You will create a lap book to include the information/pictures. Take into account the following aspects:</p> <ul style="list-style-type: none"> <li>What defines your notion of success? We tend to think of success on material terms, but everyone truly has their own interpretation.</li> </ul>		<p><b>Phase: 3</b>  <b>Acting out/ Completing MP:</b>  <b>Learners</b></p> <ul style="list-style-type: none"> <li>get in their groups</li> <li>revise members’ roles</li> <li>check the list of resources they will need</li> <li>check the schedule</li> <li>start working on their MP</li> <li>Completes the product</li> <li>rehearse</li> <li>practice the mini-project presentation</li> </ul> <p>Teacher monitors learners’ work and progress.</p>	160´

<ul style="list-style-type: none"> <li>• Use somebody’s life as an example of success; you must be clear how that person has impacted your life.</li> <li>• Start with a personal story. Why did you choose that person and how does his/her life resonate with you?</li> <li>• Try to inspire your classmates to pursue their own dreams, it might be a good idea to highlight how the person has overcome adversity in order to achieve their success.</li> <li>• How has this person continued to evolve over the course of their lifetime or career?</li> </ul> <p>-“Video(Tik Tok, Snapchat, Flipgrid, Quik, In Shot, etc. ): What it takes to be successful” (groups of 3)</p> <p><b>Task:</b> You and your friends want to tell your classmates what it takes to be successful. To do so, you will create an informative video to share valuable information with them. Take into account the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Write Out the Steps and Make a Script:</b> A good how-to video should be short and specific; include every step; use simple language; have a visual for each step; and be engaging.</li> <li>• <b>Shoot Your Video:</b> Before you begin filming, you should scout out and identify a suitable location to film your how-to video.</li> <li>• <b>Edit Your Video:</b> If you filmed your video in several takes, you will need to put together all of the clips using some type of video editing software.</li> <li>• <b>Get a Sense Check:</b> Once you are fairly happy with the edited video, it is a good idea to have a number of friends, family members, or teachers view it and confirm that the instructions make sense.</li> <li>• <b>Present the video to your classmates.</b></li> </ul>		
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## Integrated Mini-Project Week # 6

Options	Integrated Mini-Project	Time 200 min (5 lessons)
<p><b><u>Integrated Mini Projects:</u></b></p> <p>-“A Healthy lifestyle stand” (groups of 3/4)</p> <p>-“ Picturing myself in the future” (picture and oral presentation) (pairs)</p> <p>-“ A story of a Successful person” (Lap book and oral presentation) (groups of 3 )</p> <p>-“Video(Tik Tok, snapchat, flipgrid, quick, inshot, etc. ): What it takes to be successful” (groups of 3)</p>	<p><b>Phase: 4</b></p> <p><b>Responding and sharing:</b></p> <p>Groups</p> <ul style="list-style-type: none"> <li> creatively deliver the mini-project</li> <li> answer questions from the audience.</li> </ul> <p>Learners participate in individual and peer assessment of mini-projects.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li>▪ Did Ls use English during all aspects of Integrated Mini-Project?</li> <li>▪ How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li>▪ Did Ls put into practice the focus of Learn to Be and Live in Community?</li> <li>▪ Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul> <p>Teacher uses a check list to check MP every week to track learners’ progress.</p>	200’

## Mini Project Checklist

Student.....	Yes	No	Partially
chooses a suggested MP (Week1)			
gets in a group (Week 2)			
distributes assignments (Week 3)			
makes a list of resources they will need (Week 3)			
does online research about the selected MP (Week 3)			
looks for subject experts (Week 4)			
prepares a plan (Week 4)			
makes and distributes a schedule among teammates (Week 4)			
works equally in the group (Week 5)			
makes presentation eye catching (Week 5)			
makes information neat and organized (Week 5)			
shows responsibility in assigned tasks (Week 5)			
uses English during all aspect of MP (Week 6)			
reflects understanding and/or mastery of can-do statements in their project presentation (Week 6)			
puts into practice the focus of learn to BE and Live-in community (Week 6)			
provides answers to the Essential Question in MP (Week 6)			
pronounces correctly (Week 6)			
uses grammar structures correctly (Week 6)			
uses a variety of vocabulary and expressions (Week 6)			
speaks smoothly with little hesitation according to his/her level (Week 6)			