República de Costa Rica
Ministerio de Educación Pública

Educar para una Nueva Ciudadanía

Programa de Estudio de Inglés Tercer Ciclo
Liceos Experimentales Bilingües y Secciones Bilingües

Transformación Curricular

Ciudadanía digital con equidad social
Ciudadanía para el Desarrollo Sostenible
Ciudadanía planetaria con identidad nacional

REPÚBLICA DE COSTA RICA

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PROGRAMA DE ESTUDIO DE INGLÉS

PLAN DE ESTUDIOS LICEO BILINGÜE

SECCIONES BILINGUES ESPAÑOL-INGLES

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Table of Contents

List of figures and tables

Figures

Tables

PRESENTATION

Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo. La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una sociedad participativa que asegure una mejor calidad de vida para todas y para todos. Buscamos seres humanos libres, autónomos, críticos y autocríticos, con un desarrollo integral.

Buscamos un ser humano conocedor profundo de su contexto y de su historicidad, capaz de interiorizar las necesidades de los demás, de ser respetuoso de la diferencia, colaborador, activo, socialmente responsable, que asuma compromisos, que participe activamente en la búsqueda de soluciones, que piense por sí mismo, que establezca conexiones y que genere cambios; una persona capaz de trabajar con otras, con pensamiento holístico, que se reconecte con el arte, la cultura y las tradiciones, que piense y contextualice lo local y lo global, conocedora de los grandes desafíos de nuestro tiempo, que valore la naturaleza y contribuya a reproducirla; una persona con inteligencia emocional y espiritual, que piense integralmente. Ciudadanía respetuosa de los derechos humanos, comprometida con el desarrollo sostenible. Una nueva ciudadanía digital que convierta las posibilidades que brindan las tecnologías de información y comunicación en una oportunidad inédita de aprendizaje, participación, colaboración y proyección.

En fin, con una educación renovada construimos una Nueva Ciudadanía para la vida en común y le abrimos novedosas posibilidades de desarrollo a nuestros niños, niñas y jóvenes. Este es nuestro compromiso y también nuestra inspiración.

Sonia Marta Mora Escalante
Ministra de Educación

I. INTRODUCTION

English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific, academic and business knowledge and the primary entry to cutting-age technology. The importance of learning the English language has effectively become a social priority to the citizens of Costa Rica.

With this in mind, in 1997 the Consejo Superior de Educación approved the creation of a differentiated study plan, Experimental Bilingual Schools (LEB) for Third Cycle and Diversified Education, with emphasis on learning English (CSE-80-97).

In 2008, this study plan was modified in order to provide the foundation needed to transform these *experimental* schools into national-recognized and standardized Bilingual Schools.

Purpose of the New English Syllabus for Bilingual Schools in Costa Rica

Speaking English fluently is one of the abilities a 21st Century learner needs in order to access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages.

Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally. In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector (Decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). In order to accomplish this official decree, MEP has taken the following steps towards increasing the English Language Proficiency of both teachers and learners:

a) Administering the TOEIC-MEP test to teachers to determine their baseline English proficiency level based on the Common European Framework of Reference (CEFR) bands. These results have been used to design and implement training courses to improve the communicative language ability of teachers and their teaching practices.

b) Administering the TOEIC-Bridge test in 2011 to a sampling of students in order to determine, their baseline English language proficiency level according the Common European Framework of Reference.
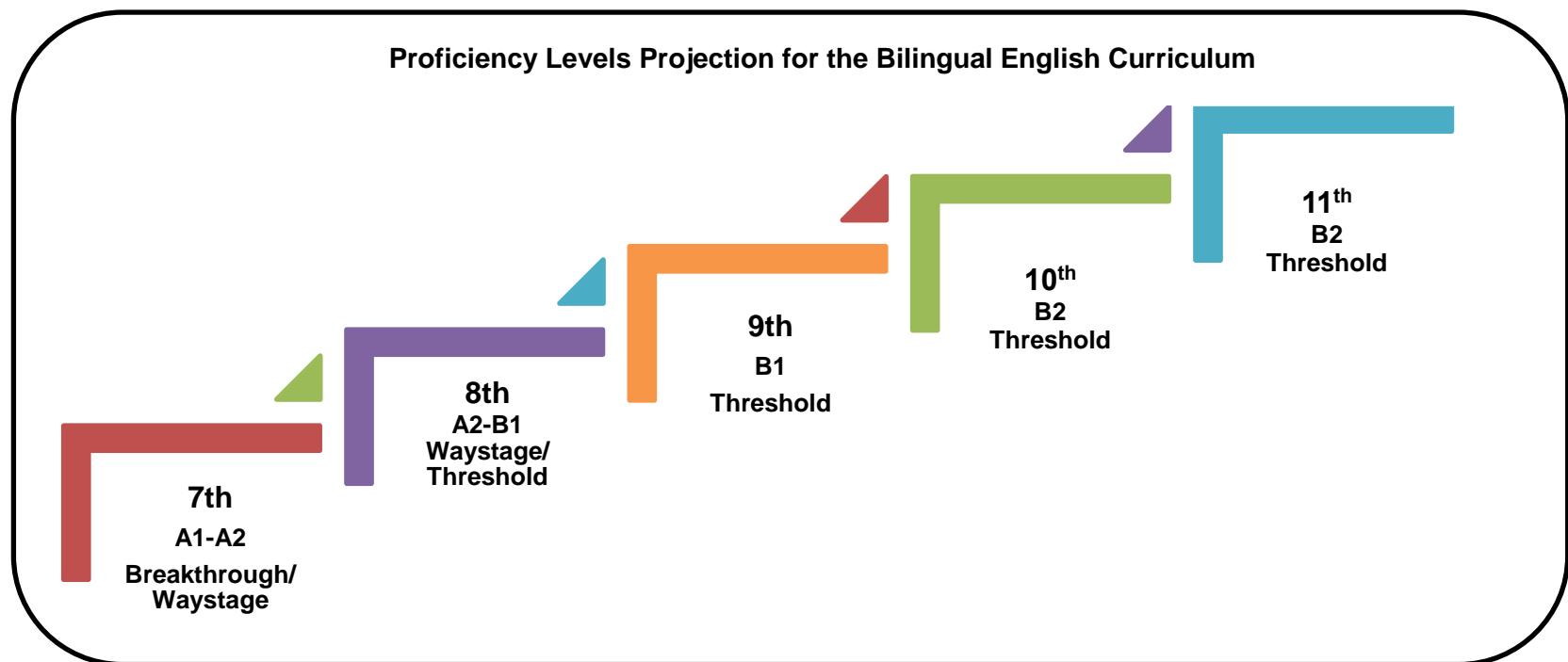
These steps have culminated in the alignment of the band descriptors of the CEFR within the Costa Rican context and in the incorporation of the Action oriented approach into the new curriculum. Consequently, a revision of the assessment processes for the classroom and standardized testing contexts and their role in providing empirically based information to both close learning gaps and generate evidence of learning successes have become priorities.

This new curriculum has been sequenced so that learners reach a minimum level of English proficiency of B2, according to the levels described by the CEFR when completing secondary education in bilingual public schools for Third Cycle and Diversified Education, progressively.

In order to achieve this goal, curriculum, teaching, learning and assessment are envisioned to be aligned to the classroom practices. Additionally, the national test is intended to respond to the new approach.

Figure 1 presents the proficiency levels articulated in the CEFR as it applies to the Bilingual English Language curriculum in Costa Rica across the grade levels. The curriculum is expected to be implemented in 2017 with seventh graders, so that it is expected that the learners progressively reach level B2 at the end of Diversified Education, as shown in the next figure.

Figure 1: Proficiency Levels Projection for the Bilingual English Curriculum

Proficiency Levels Projection for the Bilingual English Curriculum

7th
A1-A2
Breakthrough/
Waystage

8th
A2-B1
Waystage/
Threshold

9th
B1
Threshold

10th
B2
Threshold

11th
B2
Threshold

The next tables show the CEFR proficiency bands along with the performance indicators expanded for the Costa Rican context. These indicators articulate what learners are able to accomplish with the language in communication as well as the integrated linguistic competence (e.g., reading to write) in real-life contexts.

Table 1: Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle and Diversified in Bilingual High schools

Basic User	A1	A1.1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where s/he lives, people he/she knows and things s/he has. Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help. Can show limited ability to use simple grammatical structures, e.g, punctuation, capitalization, sentence patterns.
		A1.2	**EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES** Can use A1-level, grade-level and age-appropriate linguistic (e.g., present verb forms), socio-cognitive (e.g., associated 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 (project) based on an integrated sequence of activities within some 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. Can use A1-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process.

			Can use level and age-appropriate linguistic resources to integrate information from a reading or a 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. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement and empathy).
	A2	A2.1	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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need. Can use some simple structures accurately, but continues to systematically exhibit basic errors, e.g., verb tenses, use of prepositions, articles.
		A2.2	**EXTENSION OF THE CEFR STANDARDS-INTEGRATION OF LANGUAGE ABILITIES** 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 (project) based on an integrated sequence of activities within some domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. Can use A2-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. 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.

			Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).
Independent User	B1	B1.1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. like radio or TV programs when the delivery is relatively slow and clear.

Can understand texts that consist mainly of high frequency every day or job related language.

Can understand the description of events, feelings and wishes in personal letters.

Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Can produce simple connected text on topics, which are familiar, or of personal interest.

Can narrate a story from a book or film and describe own reactions.

Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Can express oneself reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about family, hobbies and interests, work, travel, and news and current events.

EXTENSION OF THE CEFR STANDARDS-INTEGRATION OF LANGUAGE ABILITIES

Can use 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 (project) based on an integrated sequence of activities within some 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. |

			Can use B1-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. 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, reading to write), to achieve the goal of the scenario. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).
	B2	B2	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. Can understand the majority of films in standard dialect. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints to understand contemporary literary prose. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts, accounting for and sustaining my views. Can present clear, detailed descriptions on a wide range of subjects related to own field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can write clear, detailed text on a wide range of subjects related to own interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences.

	B2		**EXTENSION OF THE CEFR STANDARDS-NTEGRATION OF LANGUAGE ABILITIES** Can use B2 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 (project) based on an integrated sequence of activities within some domain, scenario and theme. Can use linguistic resources including grammatical forms and meaning; socio-cognitive resources, e.g., a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. Can use B2-level, grade-level and age-appropriate digital and telecommunication resources to research, plan and implement the project. Can give, receive and respond to feedback at critical stages of the creative process. 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, reading to write), to achieve the goal of the scenario. Can display awareness and development of non-cognitive dispositions (effort, perseverance, engagement, empathy).

II. NEED FOR NEW ENGLISH SYLLABUS FOR BILINGUAL SCHOOLS

The first syllabus for the English teaching and learning of LEB study plan was based on the communicative approach, which depended upon the development of four components: linguistic, sociolinguistic, discursive, and strategic. It was organized by linguistic objectives, which were to be covered during the five grade levels, and followed general topics for teachers to select from a list.

After one and a half decades under this English course design, teachers reported -in a needs analysis survey- the following claims.

First, that the current syllabus was:

* hard to understand,
* difficult to implement
* misleading and subject to interpretation
* not correlated to the pedagogical guidelines of the CEFR,
* lacking specific teaching scenarios and failed to synthesize new pedagogical trends to support teaching, learning and assessment.

Therefore, the Costa Rican Educational System needed to update the English syllabus in order to serve better the purposes of this differentiated study plan.

Secondly, 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. Among other things, these shortcomings could be attributed to the fact that the current curriculum fails to specify the English language proficiency level that students are expected to attain at the end of each cycle and to the fact that the assessments in both classroom and standardized testing contexts are not systematically aligned with curriculum and instruction.

Thirdly, for citizens to communicate effectively in the global context and to face the challenges of an interconnected world, they need to possess a number of competences. 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).

This view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity.

THE NEW CURRICULUM WITHIN THE FRAMEWORK OF EDUCATION FOR A NEW CITIZENSHIP

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.
- reflect and use critical thinking processes.
- 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.

As the chart below shows, three main axes sustain the concept of New Citizenship:

Education for Sustainable Development: The concept of "sustainable development" manifests the explicit desire for a new relationship between human beings and all forms of life in

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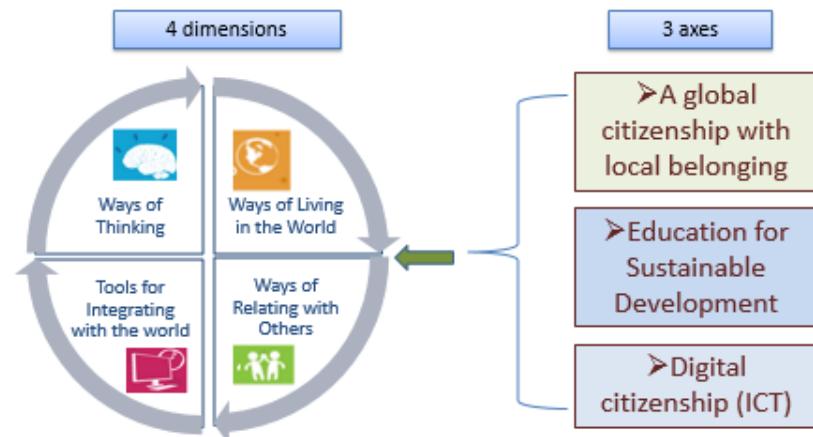
general with the environment. It seeks to harmonize social and economic development considering the availability of sustainable resources to each nation, region, country and the planet. It recognizes that resources are finite, and we are part of a single planet, which requires promoting healthy and environmentally friendly lifestyles.

Digital Citizenship: Digital citizenship implies an understanding of human, cultural, and social issues related to the use of information and communication technologies (ICT). It supports the implementation of relevant knowledge, skills and abilities (KSAs) for understanding the principles that guide: ethics, legality, safety, and accountability in the use of the internet, social networks and technologies available. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world.

Global Citizenship with Local Belonging: The concept of global citizenship is related to the growing interdependence and interconnectedness of people and places thanks to advances made by information and communication technologies, which enable connection and immediate interaction between people

around the world. The interrelation among these pillars is shown in Figure 2.

Figure 2: Dimensions for Educating for a New Citizenship

III. LEGAL FOUNDATION

The English curriculum is founded on a legal framework that includes the 1949 National Constitution, clauses 76 to 89, which relate to education and culture and states the fundamental values contemplated in the Constitution. The Basic Education Law, Article 2, establishes the aspirations of the Costa Rican government, in terms of civic education, with a humanistic philosophy and the purposes of Costa Rican Education, which are detailed below:

a) To educate citizens who love their country, are aware of their rights and their fundamental freedoms, and have a deep sense of responsibility and respect for human dignity.

b) To contribute to the full development of the human personality.

c) To prepare citizens for a democracy in which individual interests are reconciled with those of the community.

d) To encourage the development of solidarity and human understanding.

e) To preserve and expand our cultural heritage by imparting knowledge about the history of man, great works of literature, and fundamental philosophical concepts.

Similarly, the educational policy for the 21st century highlights the importance of strengthening Costa Rica´s democratic tradition by developing citizens with leadership skills, a critical mind, and a strong sense of cultural identity. Some basic principles of the policy are the following:

1. Learners should be able to reach their full potential and contribute to the development of the country.

2. Learners should be able to interact with people from other cultures respecting their own values and the values of others.
3. Education should contribute to sustainability in production and economy in order to increase productivity and improve the country´s competitiveness.

This educational policy, *the school as the core of the quality of Costa Rican education*, recognizes and reinforces the need of assuring learners of a quality education by paying attention to their personal characteristics, their needs and aspirations, and their learning styles. It also acknowledges their cultural, ethic, social, economic backgrounds, talents, abilities, and religious beliefs so that learning becomes meaningful and pertinent.

It recognizes three dimensions of learning: -learning to know, learning to do, learning to be and to live in a global society- as fundamentals for a complete education.

Therefore, schools will provide learners with opportunities for harmonious living and active participation in the solution of problems in a collaborative way.

UNESCO, in the document "Education in a Multilingual World," acknowledges that learning other languages provides new ways of interpreting the world and gives access to a new value system

encouraging inter-cultural understanding and helping reduce xenophobia. In addition, the National Development Plan "Alberto Cañas Escalante" highlights the importance of increasing economic growth and creating quality jobs as a way to reduce poverty and inequality. Speaking English fluently is a skill that learners undoubtedly must develop to achieve this aspiration. Therefore, the educational policies in the framework of Education for a New Citizenship are aimed to provide learners with an education for life that encourages creative innovation and multilingualism to enhance human development with equity and sustainability in the context of quality schools.

Education for a New Citizenship envisions schools as places where learners have opportunities to experience harmonious living, active and equal participation in solving language and non-language tasks collaboratively, respect for religious beliefs, economic backgrounds, and intercultural diversity.

This educational policy reinforces the need to ensure relevancy and quality education by tuning into learners' personal characteristics, dispositions, differentiated needs, aspirations, abilities and their learning styles, so that learning becomes meaningful and pertinent.

IV. PHILOSOPHICAL FOUNDATIONS

The education reform is nurtured by three philosophical trends stated in the Educational Policy "Towards the 21st Century" -humanism, rationalism and constructivism- in accordance with the concept of the integral perspective of the human being.

A) **Rationalism**: Rationalism promotes the development of complex, challenging, creative and critical thinking skills, in order to face the multidimensional perspective of problems with the support of cooperative learning and pedagogical scaffolding.

B) **Humanism:** Searches for the full realization of the human being, as a person, endowed with dignity and values for the common will.

C) **Constructivism:** The learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and in exchange with others.

LANGUAGE LEARNING CONSIDERATIONS

Philosophical Considerations

The prior philosophical foundations views the learner as a social agent at the center of the curriculum who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights and socially committed to their community, country, and the world. To achieve this aspiration, the learning environments and experiences promote dialogue and the search for proactive and ethical responses and solutions to real-life issues.

Psychological Considerations

The psychological considerations take into account the whole development of the individual (learner), associated with affective dispositions that influence language learning such as self-reflection, engagement, effort, perseverance, self-esteem, self-perception, and sensitivity toward others. The pedagogical mediation values individual pathways toward learning. It is substantive, flexible, inclusive, and culturally relevant, respecting the individual differences and learning potential of all learners. Teachers support learning communities for students to learn in relevant, real world contexts as democratic environments where principles of self-belonging, peer collaboration, human rights and peace education are promoted.

Neurological Considerations

The human brain is a wonderful structure that is constantly being reshaped because of experience "Neuron development begins in the embryo, shortly after conception and proceeds at an astonishing rate… This process continues throughout our lives, but it appears to be most intense between the ages of three and 12." (Sousa, p. 24) The plasticity of the brain at young ages enables children to acquire fluent control of a first and second language at early stages.

> "Educators are in the only profession whose job is to change the human brain every day."
> *David A Sousa (p 10)*

Language functions are mainly controlled by the left hemisphere (e.g. speech, reading, writing, verbal memory, musical ability) but the right hemisphere also contributes to acquire the communicative competence (e.g., through facial recognition, visual closure, proper form of drawings).

In the brain, both, physical and biological processes occur which influence the learning processes. Therefore, knowing how the

brain learns best is of great importance to language teaching, in order to understand and use this knowledge to orient learning English practices effectively. Attention should be given to the following:

- Learning style differences/preferences by providing several learning paths and differentiated instruction
- Learning environments which are not threatening
- Challenging learning experiences and meaningful environments
- Sensorial stimuli for enhancing long term memory
- Time/age capacity with appropriate learning levels matching tasks/activities/assessment with learner's interests, abilities and preferences
- Effective planning by didactic segments and episodes
- Aspects related to associated factors (attitude, anxiety, motivation, hunger)

Learning happens in our brain and the teaching and learning experiences change the brain connections.

Sociocognitive considerations

These are related to the brain's architecture (attention, short-term, working and long-term memory and long–term storage) and how it functions to process information (metacognition) related to learning and communication. With respect to the brain's architecture, the new curriculum needs to be sensitive, for example, to the attention span of learners, the capacity of the brain to process information given the limitations of working memory, the complexity and cognitive load of tasks presented to students. In terms of the brain's functionality, the new curriculum needs to take stock of how learners process information (e.g., auditory processing, and simultaneous processing) and retrieve it from long-term memory in order to generate responses in relation to tasks. This involves a range of strategies including (meta) cognitive meta (affective), meta (interactional) strategies (Oxford, 2010; Purpura, 2014) in task completion. These considerations are critical factors in how teachers need to design pedagogical and assessment tasks.

According to research (Brown, 1993) human cognition has its greatest development through the first 16 years of life. This factor is critical in the process of language development and second language acquisition. According to Ausubel (1964), adults will benefit more from explicit teaching of grammatical forms and deductive thinking than children will. Young learners

learn better from inductive teaching and experiential learning as it happens in their natural process of first language acquisition. Of course, this depends as well on contextual factors, resources available and the meaningfulness of the pedagogical mediation. Another important aspect is that learning to be meaningful has to be connected to existing knowledge and experience.

Sociocultural considerations

These principles stress the importance of valuing and respecting the uniqueness of each existing culture at local, national, and global levels. It includes the notions of diversity, interdependence, and interconnection among others. It involves analyzing the complexity of times, societies, communities and families, where different dynamics and cultural values coexist. The students in their interactions learn new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Core considerations

In the last decades, globalization has restructured the world as a unique space with a new social-cultural and economic order with complex interrelations and interdependencies. As a result, The United Nations Educational, Scientific, and Cultural Organization (UNESCO), in 1996, presented the Delors report, written by the Education Commission for the 21st Century. This document constitutes a philosophical framework to guide new curricular reforms in Latin America and the Caribbean, as a key tool for promoting social, economic and cultural changes within a global perspective and sustained in 4 main pillars of learning: learning to know, learning to do, learning to be and learning to live in community. This syllabus adopts these 4 pillars into the following 3 dimensions of learning:

- **Learning to know:** The learner acquires knowledge on how to live with dignity and contribute to society. It fosters the development of cognitive capacities such as memory, imagination, problem solving and the ability to think in a coherent and critical way.
- **Learning to do:** This learning implies application of knowledge into practice. Learning to do thus shows a shift from skill to competence. This shift involves the ability to communicate effectively with others and promotes an aptitude toward teamwork and social skills.
- **Learning to be and to live in community:** This

pillar of learning implies a curriculum, which aims at the development of the whole person by cultivating qualities of empathy, imagination, and creativity, and guiding students in acquiring universally shared human values beyond the school. This learning implies the development of such qualities as knowledge and understanding of self and others; appreciation of the diversity of the human race, and an awareness of the similarities between; and the interdependence of all humans.

V. PEDAGOGICAL CONCEPTUALIZATION

The English curriculum is permeated by the principles and understandings of the following theoretical and pedagogical frameworks.

The Socio-Constructivist Approach

The socio-constructivism approach perceives the learner as a responsible member of a world community and views teachers as social engineers.

The design of the syllabus adopts the socio-constructivist theory of learning, encouraging an active learner´s participation, interaction, and adaptation to the context. Ten principles of social constructivism are summarized as follows (Pérez, 2002):

1. Construction and reconstruction of knowledge is a continuing process, progressive, and never-ending.
2. People learn in meaningful ways.
3. Learners learn better in collaborative environments and exchanges.
4. People learn progressively at different stages of life.
5. The learner´s mental and motor activity are both fundamental to creating long-term meaningful learning.
6. Prior experiences facilitate or inhibit the acquisition of new learning.
7. Mind and language development are influenced by the historical and sociocultural/sociointercultural context.
8. The appropriation of new knowledge implies a break from prior knowledge; therefore, cognitive conflict must be addressed and overcome.
9. Educational content must be treated in three dimensions: concept, procedure and attitude.
10. Application of meaningful learning is fundamental for long-lasting learning.

Holism

Holism conceives reality as a set of systems, a mixture of chaos and order where uncertainty is greater than the known reality. There is a network of connections; everything is affected and interdependent.

Consequently, the holistic vision is centered in universal principles of the human condition. All educational agents accept and respect themselves. They are aware of the unity as well as diversity.

The learner moves from a fragmented world vision to an integral one, where everything and everyone are interconnected and interdependent.

Furthermore, under this perception, the learner becomes aware of his/ her capacity to transcend his/her own will, ego, physical, mind and emotional limits in his/her search to connect with a superior spiritual wisdom. This allows the construction of values, concepts and traditions for developing a life with meaning and sense.

Critical Pedagogy

The critical pedagogy emphasizes the political dimension of teaching whereby learners become producers of knowledge, not just consumers. They are subjects of their own learning process.

Moreover, this teaching pedagogy promotes questioning and inquiry of the learner´s own beliefs and social, political, and economic realities by means of facing different life "dilemmas".

This liberating education destroys the division between teacher-student, as the dialogue between them is essential for education. Thus, the role of the teacher is to enhance dialogue, debates and collaborative work as well as help learners question their realities. By contrast, the role of the teacher in "banking education" (which is characterized by the filling of students' minds as though they were empty vessels) is that of information-provider and does not focus on empowering the students as agents of their own learning.

In problematizing education, educators and students educate each other; one learns from the other. The educator is prepared and then establishes a more balanced relationship with his students. Learners are now critical of what dialogue with the educator is (Freire, 2002).

VI. ENGLISH AS AN OBJECT OF STUDY

The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. These methodologies are supported by principles established in the Common European Framework of Reference for languages (CEFR), the Action-Oriented Approach, and the Educating for a New Citizenship Framework.

VII. PEDAGOGICAL APPROACH

The Common European Framework of Reference for Languages in the Costa Rican Context

The CEFR for Languages is used in the English curricular reform as a reference for the following considerations:

- It provides a common basis for the development of language syllabi, curriculum guidelines, textbooks, and assessment.
- It describes what language learners do at different levels of proficiency within particular domains and scenarios, using self-affirmative language.

- It defines six reference levels of proficiency, defined by means of appropriate "Can Do" performance descriptors to assess learners´ performance at each stage.
- It provides a common terminology that can be adapted for all languages and educational contexts.

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 interaction. It also defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society."(CEFR, p.9). They are comprised of general and specific competences as shown in the following table. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language- specific but learners use them when performing all kinds of actions including language activities. The following table shows the three language-specific competences that are called upon by the learner when performing language tasks: linguistic, sociolinguistic and pragmatic.

Table 2: *General Competences*

General Competences				Communicative Language Competences		
Declarative Knowledge	**Skills and know-How**	**Existential knowledge**	**Ability to Learn**	**Linguistic Competences**	**Sociolinguistic Competences**	**Pragmatic Competences**
- Knowledge of the World - Sociocultural/ socio intercultural Knowledge - Intercultural Awareness	- Practical Skills - Intercultural Skills	- Attitudes - Motivations - Values - Beliefs - Cognitive Styles - Personality Factors - Self-image	- Language & Communication Awareness - General Phonetic Awareness & Skills - Study skills - Heuristic Skills	- Lexical - Grammatical - Semantic - Phonological - Orthographic	- Social Relations Politeness - Conventions Expressions of Folk Wisdom - Register Differences - Dialect & Accent	- Discourse Competence - Functional Competence
(Resulting from empirical and formal knowledge)	(Ability to carry out metacognitive procedures accompanied by forms and existential competence)	(Culture related factors - willingness to engage with other people in social interaction)				

Adapted from Piccardo, Berchoud, Cignatta, Mentz, Pamula, 2011, p. 35

The communicative language competences involve knowledge, skills, and know-how for each of the following three components:

- **Linguistic component***:* Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic component***:* Refers to the Sociocultural/ sociointercultural 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.

The following table describes the proficiency performance descriptors that have been used as reference in the curriculum for each of the levels A1, A2, B1, and B2 according to the CEFR.

Table 3: Common References Levels: Global Scale

Independent User	B2	• Can understand the main idea of complex text on both concrete and abstract topics, including technical discussion in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	• 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). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • 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. • Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help.

Source: Common European Framework of Reference for languages, 2001.

The Action-Oriented Approach

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

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

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

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

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

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

What is a task?

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

Tasks are set in a context that learners face in everyday life within domains and scenarios, as members of society, who have different tasks to accomplish (simple and complex).
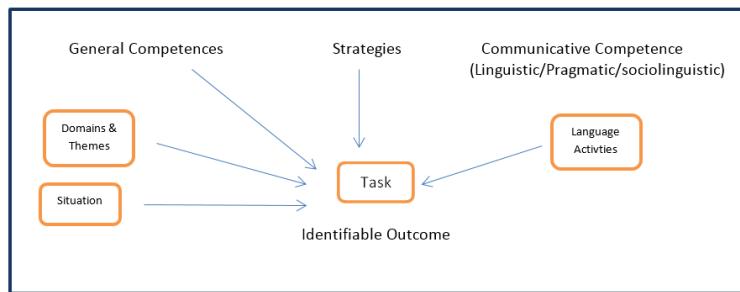
Learners work with real texts (oral and written) in order to accomplish real tasks while becoming agents of their own learning. They perform what they "can do" in English, as well as demonstrate what they know about English language structures, vocabulary, functions, psychosocial and socio-cultural aspects. Likewise, the communicative activities required to perform the tasks are not the goal in themselves, but they support the learners in performing tasks (i.e., negotiating, making judgments, organizing and planning information and tools).

The Role of Tasks

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

Figure 3: Combination of several dimensions of a task

A task exists only if:

- the action is motivated by a goal or a need, whether personal or generated by a learning situation,
- the action leads to identifiable outcomes,
- it combines different competences and activities,
- it emphasizes real-life situations related to learners communication needs.
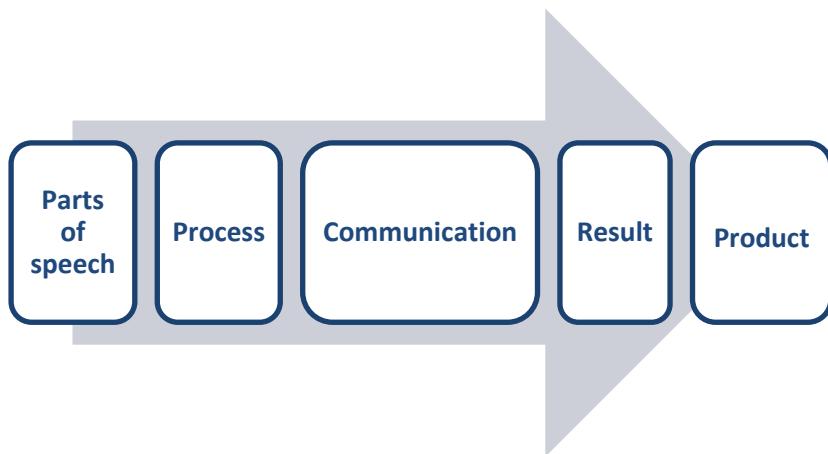
Tasks can be non-communicative or communicative language activities that make demands upon the learner´s knowledge, skills, and abilities.

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

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

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

33

Figure 4: **Task Orientations**

Tasks in the Action-Oriented Approach often involve the creation of a product as the learners perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. "However, not only the specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support" (Piccardo et al., 2011, p. 39). The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world.

Project-Based Learning

Project work is an important element in both, a task or Action-Oriented Approach, because it is a learner-centered process-oriented, and collaborative task. It offers learners the opportunity to take responsibility for their learning, set their own learning objectives, go step-by-step and demonstrate what has been learned by creating an end product. Additionally, projects allow students to be in contact with authentic language and non-language learning experiences that go beyond the classroom setting. Another benefit of project work is that it brings together mixed ability learners in which each individual contributes according to his or her different talents and creativity (Fried-Booth, 2002).

Integrated Project

The *Integrated Project* is a formative, skill-integrated performance, both didactic and assessment strategy performed in the class environment. Learners (as social agents) integrate knowledge, skills and abilities (KSA), within the domain, scenario, themes, the enduring understanding and essential questions of the unit. It involves several types of activities articulated among them, in order to complete a final product

34

collaboratively. It is a more complex "learn to do" classroom task for each unit. Integrated project is

- ➤ proactive (not reactive)
- ➤ interconnected with classroom activities
- ➤ formative, skill-integrated performance
- ➤ collective actions (social dimension)
- ➤ used in the lesson to promote the democratic citizenship.

It forms part of a wider social context, which alone is able to give the learners a full meaning to contribute to society, as shown in figure 5. Integrated Projects involve a 4-phase process: *participating* to negotiate, *thinking* for planning, *acting out* for completing responsible actions, and *responding and sharing*.
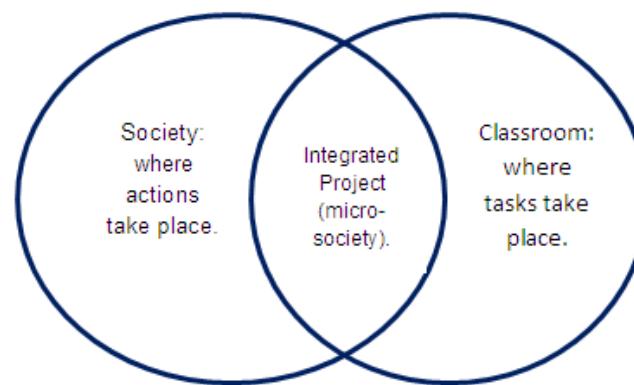
Participating **to negotiate:** Brainstorming, discussing, negotiating, making decisions and selecting the work strategies and resources. After each week's lesson, learners identify which learning activities completed that week could be adapted for use in their chosen Integrated Project.

Thinking **for planning:** Planning and creating, outlining and finding information collaboratively about the language content and strategies.

Acting out **for completing responsible actions:** Completing the product, rehearsing, practicing the Integrated Project presentation.

Responding and sharing: Delivering the Integrated Project, in pairs or groups, and promote self/co-assessment.

Figure 5: Integrated Project in the English Class

Pedagogical Use of Technologies

The use of technology in English teaching goes back to the 1960's. Since that time, technology and education keeps evolving in parallel. As Dudeney and Hockly state, "younger learners are growing up with technology, and it is a natural and integrated part of their lives" (2008).

English teaching needs to integrate technology effectively, as a tool for the teaching and learning process in order to provide cybercitizens with the 21st century skills The new (e.g. problem solving, creative and critical thinking, innovation, autonomy, collaborative team work), needed to succeed locally and in the global world.

This syllabus places technology within a complementary model, as mentioned by Christian Puren, in a Modern Languages International Congress in Costa Rica in December 2008, stating that technologies naturally serve to assist learners in developing communicative competence. Furthermore, this is one of the means available in the real world to act as responsible and efficient social agents (e.g., e-mails, forums, chats, video conference, phone calls, Skype calls, MSN) within an individual and collective (collaborative) perspective. Therefore, the web is viewed as the authentic document that learners may use, depending on the tasks to achieve a concrete result.
By using technology, learners…

- **learn to know ICT:** as a means of information, access to knowledge and revision (evaluation and selection) of various sources, as a possibility to meet the global world and as a tool for building new knowledge collectively.

- **learn to do:** using ICT in building solutions for problem solving, developing different types of productions (e.g. audiovisual creations to convey meaning) and as tool for simulating creativity.
- **learn to be and to live in community**: aware of the ethical use of ICT, as a means of expression, generation of "own words," leadership and participation to guide communicative exchanges and interaction (e.g. social networks, cooperative work, collective productions, spaces of social participation), valuing respect for others, peace education, cultural diversity within a human rights perspective.

Teacher´s Role

The teacher is a mediator; a guide and a catalyzer for helping the learners learn and reinforce their competences to become autonomous thinkers and active agents of change while successfully performing the tasks. Table 7 describes the English teacher´s profile required to develop the new curriculum and enhance education for a new citizenship.

Table 4: English Teacher Profile

Teacher 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	▪ is certified with C1 English language proficiency ▪ is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines. ▪ is well informed about local and global issues. ▪ is knowledgeable about updated English language theories and methodologies. ▪ develops action-research practices to improve teaching practices.	▪ supports self and co-learning communities and collaborative environments among colleagues and learners. ▪ favors meaningful and reflective learning. ▪ promotes ownership of cultural belonging and intercultural representations. ▪ implements cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner styles preferences. ▪ implements diverse and relevant methodologies and ICT as tools to empower learning and action research. ▪ designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English.	▪ is aware and sensitive about local and global issues, learners´ affective, and sociocultural/ sociointercultural needs. ▪ promotes learner's high expectations with inclusive and positive classroom environments. ▪ supports critical and creative thinking processes beyond the class. ▪ promotes qualities for developing the new citizenship principles. ▪ promotes learner´s family participation in the learning process. ▪ reflects on ethical teaching practices and assessment to respond to learners needs.
Education for Sustainable Development	• knows about the implications of human actions over the environment.	▪ participates, together with staff, in school community projects related to education for sustainable development and others. ▪ practices eco-friendly actions. ▪ promotes collective and individual environmental care practices.	• is aware of human action over the planet and the role of education as preventive element to mitigate effects.
New Digital Citizenship	▪ is knowledgeable about basic ICT to favor the implementation of didactic units.	▪ applies new ICT in the teaching and learning process. ▪ supports innovation and creativity. ▪ develops a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICT.	▪ is aware of the benefits of ICT as supportive tools. ▪ promotes learner´s autonomy, ethical and social responsible use of ICT.
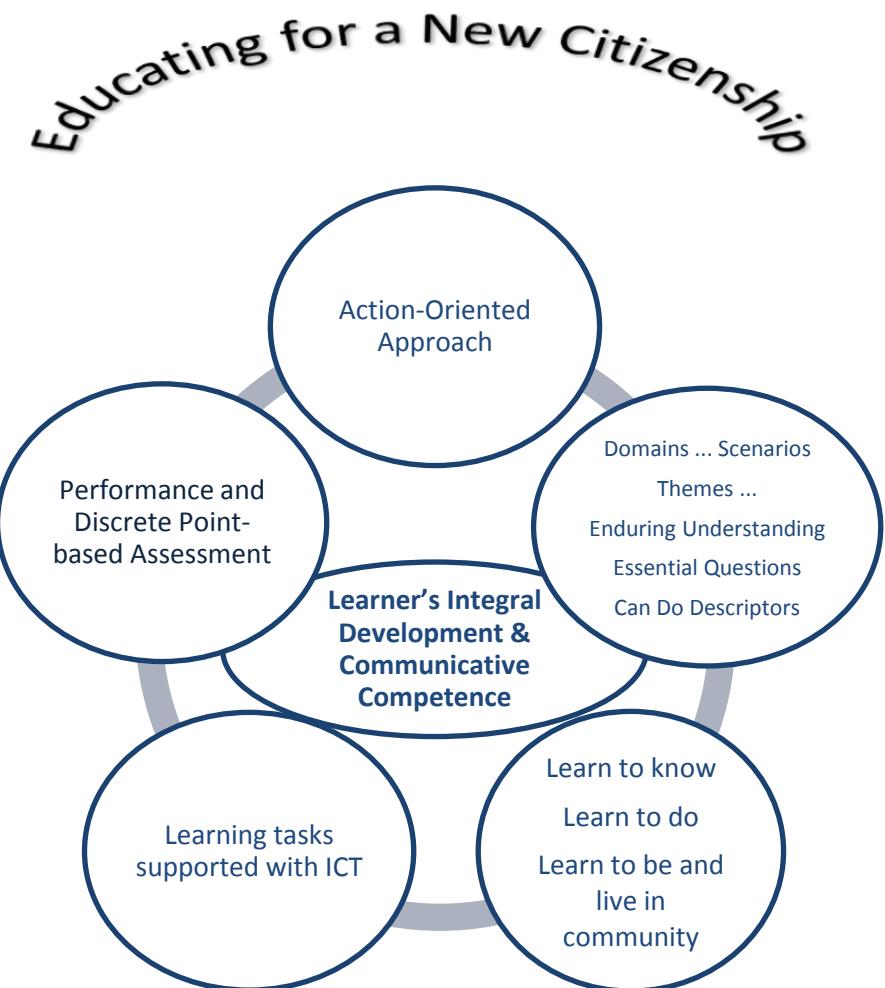
Learner´s Role

An Action-Oriented Approach "views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR, p.9). The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school (Piccardo, 2014).

The following image illustrates the integration of the elements that make up the pedagogical model as it is presented in the English Curriculum and its ultimate goal --the learner´s development of English communicative competence and integral growth. Some of these elements are described in more detail in the explanation of the unit template.

Pedagogical Model

Figure 6: *Pedagogical model*

The Communicative Approach (CA) and the Action-Oriented Approach (AOA) *are different, but yet complementary perspectives* for the didactic processes in the English class. The following chart is adapted and cited by Christian Puren (2014) in his article "*Enfoque comunicativo versus perspectiva orientada a la acción social*" (2014) which compares the different characteristics of both.

Table 5: Communicative Approach (CA) vs. Action-Oriented Approach (AOA)

CA	AOA
Actions…	**Actions…**
focus on the objectives and as means. Actions are limited to receive and reproduce **information** (acts of speech).	are meant to be for further linguist or non-linguistic actions, broader social **repetitive acts** (scenarios) for treatment of information.
are part of simpler tasks.	are more **complex** treatment of tasks or part of Integrated Projects.
are delivered since the beginning of the units.	(the majority of them) are developed along a week, a term or a year.
are finished completely at the end of the tasks.	are open-ended. They cover more ample periods of time to develop **lifelong skills** or can be retaken later on.
usually last for a shorter time and are **limited** to a defined text, topic and time of interaction.	have certain period of time, or, at least, are subscribed within a certain timeframe.
are exchanges between a minimum group (e.g. pair-share/small groups).	are **performed collectively** as learners act as social agents as part of a wider context beyond the classroom.
integrate the linguistic skills.	integrate both **competences: general and specifi**c in collaborative shared tasks (e.g. projects).

Table 6: *Comparative Chart of the main characteristics of the Communicative Approach vs. Action-Oriented Approach*

	Communicative Approach	Action-Oriented Approach
Learner´s Role	• Responsible for his/her own learning. • Central, active, creative and participative. Individual/collective roles. • Confident, motivated. • Develops full potential and builds on interests.	• An agent/performer with intercultural awareness skills. • Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences). • Develops metacognitive, reflective, self-regulating and critical thinking strategies for successful completion of the task.
Teacher´s Role	• Facilitator, guide. • Participates in process with learners. • Takes more time for individual needs. • Gains skills and takes responsibility from planners, writers, linguists. • Shows expert role.	• Catalyzer, promoter of collective actions for responsible agents of change • Facilitator, coach, resource person, guide, advisor, organizer and observer. • Helps the learner become autonomous and be successful in the completion of the task. • Provides effective feedback in the process of learning. • Shows expert role, but shares this responsibility with the learner.
Learning Resources	• Authentic, real-world significance. • Related to learners' needs, interests and culture. • Flexible. • Motivating and interesting.	• Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements. • Appropriate to the learner´s needs and competence level. • Intercultural perspective.
Aims of communicative activities/tasks	• Communicative activities and tasks serve communication. • The goal is communication.	• Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences. • The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.
Learning Environment	• Real-world context. • Beyond classroom, into community, relevant, stimulating, interesting.	• Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment	• Communicative competence. • Process-oriented. • Continuous. • Profiling skills. • Learning process. • Self and peer assessment.	• 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. • The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.

Mediation of Learning

A shift from communicative to action-oriented language teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for learners to demonstrate their English language and non-language abilities while performing different tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment (Perrot, 2010).

Tasks are a key feature in the mediation of learning. 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 (socio-interpersonal, socio-transactional, academic and professional) with a clearly defined goal and a specific outcome.

Tasks can be extremely varied in nature and may involve language activities, to a greater or lesser extent, for example: *creative* (painting, story writing), *skill-based* (repairing or assembling something), *problem solving* (jigsaw, crossword), *routine transactions* (e.g., interpreting a role in a play, taking part in a discussion, giving a presentation, planning a course of action, reading and replying to an e-mail message).

A task may be quite simple or extremely complex (e.g., studying a number of related diagrams, instructions, and assembling an unfamiliar and intricate apparatus). Furthermore, a particular task may involve a greater or lesser number of steps or embedded sub-tasks and consequently the boundaries of any one task may be difficult to define (CEFR, p. 157).

In the mediation activities teachers scaffold learning by moving learners throughout the following pedagogical steps:

1. Pre-communicative language practices to focus on specific language features.
2. Communicative language practices to convey a meaningful message using new acquired language skills.
3. Structured communication tasks, for using vocabulary and language structures within situations.
4. Action-oriented tasks for using spontaneous language and non-language skills and communication strategies within scenarios and domains to reach particular outcomes.

Most of the tasks performed involve some sort of text, and all texts have the purpose of performing (and enabling learners to perform) tasks. Examples of texts in everyday life include bus schedules, city maps, bulletin boards, voice messages, and announcements over a personal announcement system. Planning a task provides an opportunity to think about these different types of texts and their linguistic and cultural characteristics (Piccardo, p.30 2014).

The CEFR emphasizes the social nature of actions. Tasks sometimes require different levels of co-operation with others (other users or learners). In performing even the most solitary task, a user/learner must consult materials produced by other individuals, and this task will generally have an impact beyond the user/learner performing it.

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 level B2 based on the descriptors of the CEFR.

- Teacher 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.

- Teacher starts each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students and the expected outcome for that day or week.

- The enduring understanding is shared by the teacher at the beginning of each unit to connect students 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:

  "a) deductively, by exposure to new grammatical material in authentic texts as encountered;

  b) inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning" (CEFR, p.152).

- Phonological Competence is composed by the *knowledge* of the phonemes, the phonemic composition

of words and the stress and intonation of sentence patterns and the *skills* in the production and perception of phonemes, in isolation and in combination within words and sentences until it becomes a matter of unconscious habit for the learner.

It is developed by:

a) "exposure to authentic spoken utterances;

b) chorused imitation (the teacher, audio-recorded native speakers; video-recorded native speakers)

c) individualized language laboratory work;

d) reading aloud phonetically weighted textual material;

e) ear-training and phonetic drilling;

f) explicit phonetic training,

g) learning orthoepic conventions (i.e. how to pronounce written forms)" (CEFR, p.153).

h) using the 3-stage R.A.P. process.

In order to reach this stage the teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences:

a. **Oral Comprehension:**

- *Planning:* (pre-listening, motivating, contextualizing, explaining task goal);

- *Monitoring: listening for the first time* (general understanding); *pair/group feedback; listening for the second time* (more detailed understanding); and

- *Evaluating: post–listening, self/co-assessment* (personal reflection).

b. **Written Comprehension:**

- *Planning:* (pre-reading, explaining task goal, use typographical clues, list difficulties/strategies to cope with them),

- Monitoring: reading for the first time; pair/group feedback, reading for the second time,

- Evaluating: post-reading (for reacting to the content or focusing on features/language forms and self/co-assessment).

c. **Oral Production:**

Spoken interaction

- Planning,

- elaborating,

- rehearsing,

- interacting, and

- evaluating

S*poken production*

- Planning and organizing,
- rehearsing,
- producing, and
- evaluating

d. **Written Production**:

- Planning: pre-writing,
- drafting,
- revising,
- editing,
- publishing, and
- evaluating.

- Teacher makes sure that all learners understand task instructions by checking comprehension.

- Teacher ensures 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 and/or reading and writing and which is given to learners individually, in pairs, or in teams.

- Learners complete the task(s) using all resources provided.

- Teacher monitors the learners' performance and encourages them when necessary.

- Preparation time, clarification and wait time is given to the learners to prepare and answer questions when asked.

- 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 the learners who need more assistance.

- At the end of each unit, the learners develop and present *Integrated Projects* to demonstrate mastery of the unit goals of language and non-language skills, in collaborative environments.

- 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 Project is an opportunity for learners to integrate these learnings, using the English language

with others and acting with others, as responsible intercultural social agents.

▪ Teachers teach and plan English lessons in English to engage learners socially and cognitively.

Language Use and Learning

The CEFR describes language use and learning as actions performed by individuals to develop a range of competences, both general and communicative. These competences are used in various contexts by engaging in language activities involving language processes to produce and receive oral and written texts in relation to themes in specific domains. CEFR promotes four linguistic competences, where speaking is subdivided in two areas: spoken interaction and spoken production.

- Listening
- Reading
- Spoken interaction
- Spoken production
- Writing

In this context, it is important to define some key concepts that describe language use and learning as they are presented in the CEFR.

Communicative language competences are those, which empower a person to act using specifically linguistic means.

Context refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.

Language processes refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
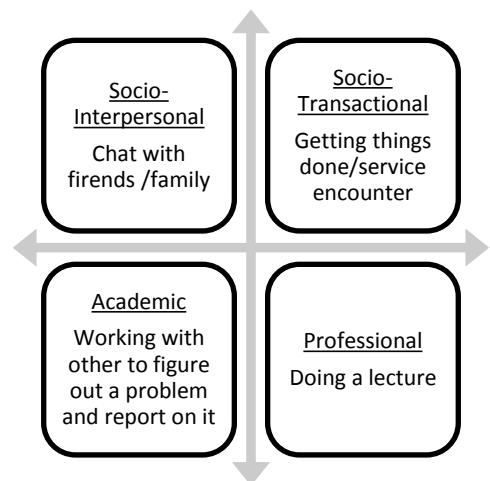
Text is any sequence or discourse (spoken and/or written) related to a specific domain and, which in the course of carrying out a task, becomes the occasion of a language activity, whether as a support or as a goal, as product or process.

Themes are subject matter or disciplinary topics, which are the subject of discourse, conversation, reflection, or composition as the focus of attention in particular communicative acts.

Domains are defined in this curriculum as the contexts or situations of target language use that provide authenticity to

language tasks where learners will be likely to function linguistically, (Purpura, 2014). For the general purposes of language learning and teaching, it is useful to distinguish at least the following domains.

In order to accomplish language activities, the language learner needs to activate those strategies that look most appropriate for carrying out the tasks to be accomplished in the pertinent domain and activated by meaning in different scenarios.

A scenario is a holistic setting within authentic situations, or domains. It integrates tasks, activities, texts and language data that encourage the combination of different aspects of competence in realistic language use. Purpura (2014) states that an assessment scenario is a goal–driven, coherent activity that involves the completion of a range of tasks in order to meet the scenario goals. It serves as a tool for defining, teaching, and/or assessing the competences needed to perform real world tasks.

The syllabi scenarios have been established to start with the students' personal lives within the socio-interpersonal domain and then move gradually towards the local and outside world.

Template Elements

The following figures shows the official template for the new syllabi of Third Cycle and Diversified Education for LEBS.
The following figures shows the official template for the new syllabi of Third Cycle and Diversified Education for LEBS.

Figure 8: Templates

Level:		Term:
Domain(s):	**Scenario:**	
	Themes:	
Enduring Understanding:		
Essential Question:		
Linguistic Competencies		**Goal**
		Learner can …

Linguistic Competencies		Goal (Learner can …)
Oral and Written Comprehension	Listening	
	Reading	
Oral and Written Production	Spoken Interaction	
	Spoken Production	
	Writing	

Level: __ Term:__ CEFR Band: ___	
Assessment Strategies	**Suggested Mediation Strategies**
The learner …	Pre-Teaching
	Oral and Written Comprehension
	Oral and Written Production
	Integrated Project

Learn to do	Learn to know	Learn to be and Live in Communi
Functions	Grammar	Psycho-social
Discourse Markers	Vocabulary	
		Sociocultural
	Phonological Competence	

***Table 7:*Template Elements**

Level	Grade level of the unit.
Term	1 of 3
Domain(s)	Refers to the broad sectors of social life in which social agents (learners) operate
Scenario	A real-life context referenced for an entire unit, providing authenticity of situations, tasks, activities, texts.
Themes	The focus of attention for communicative acts and tasks, that refers back to the real life scenario (Context rather than content).
Enduring Understanding	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.
Essential Question	A question which fosters understanding and critical thinking to help learners transfer their learnings to new context. It may generate new inquires along the units. (Can be adapted to theme)
Linguistic Competence	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing).
Goals	Can-do performance descriptors.
Oral and Written Comprehension	What a learner can understand or is able to do when listening and/or reading.
Oral and Written Production	What a learner can produce in an oral and/or written way.
Learn to know	Learning pillar that includes grammar and sentence frames, vocabulary, and phonology.
Grammar & Sentence Frame	The grammatical components that will be covered in the unit
Phonological Competence	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario, and theme.
Learn to do	Words learners need to know to communicate effectively within a domain, scenario, and theme..
Function	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing).
Discourse Marker	Linking words or phrase that connect one piece of discourse with another one (e.g.,and, because).
Learn to be and Live in Community	Learning pillar that includes psycho-social, sociocultural, social language, idioms, and quote.
Psycho-social	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors.
Sociocultural	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents.
Suggested Mediation Strategies	Organized, purposeful and scaffolded learning experiences.
Assessment Strategies	Required evidence of learner´s learning outcomes.
Integrated Project	A more complex 4-phase process task. It implies a combination of all the unit elements to and leads to a final product.

Strategies for Teaching the Linguistic Competence

Oral Comprehension (Listening)

It is one of the most important language skills and it has to be developed in early stages of language learning. Learners are prepared through this skill to listen, understand and respond communicating effectively. Before each listening activity, teachers give language support by introducing key words to familiarize them with the listening text. Background knowledge on the topic can be used to provide contextualization and potentially better comprehension. Teachers provide learner with opportunities to listen to a variety of texts. At the initial stages, conversations, short messages, free discussions, interviews, role-plays are recommended. In latter stages, learners are - exposed to, films, TV or online (shows, news reports, interviews, documentaries, current affairs, talk shows), online or radio news, documentaries, wide range of broadcasts, narratives, lectures and presentations on academic topics including digital literacy for using technologies.

Active Listening Attitudes in English

It is important that teachers help learner to develop and show an appropriate disposition for dealing with ambiguity when listening and interacting by combining verbal and nonverbal listening techniques. This helps students to experience meaningful and engaging interaction in any social setting.

Nonverbal Cues
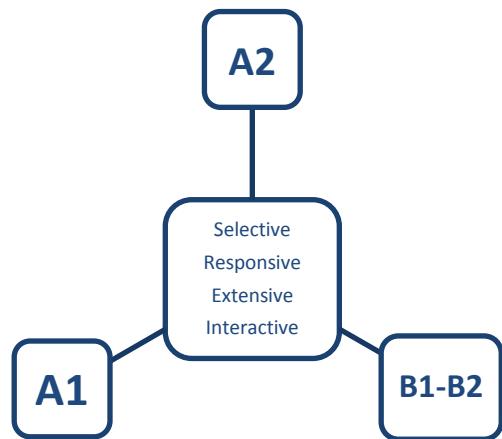
- Use body language to show one is listening.
- Make eye contact with the person participating in the dialogue.

Verbal

- Make affirmations.
- Ask relevant questions or summarize what the person participating in the dialogue has been saying.

In this syllabus, the approach to develop this competence implies strategies from discrete listening to global listening. Discrete listening means listening for detail whereas global listening refers to listening for the main idea. Both of them involve different types of listening performances.

Figure 9: Listening Performances

A2

Selective
Responsive
Extensive
Interactive

A1

B1-B2

Written Comprehension (Reading)

Reading is the interaction between the reader and the text (graphic and visual) to construct implied or literal meaning. The reading competence intends to expose learners to different genres such as personal, job-related and academic and non-academic texts by experiencing different performances like *selective, responsive (checking comprehension of tasks), interactive, and extensive* which involve a set of different

techniques. These techniques can also be used to assess learners' performances in reading.

Examples of *perceptive* reading performances include reading aloud, multiple choice, and picture-cued items.

Selective reading performances are gap filling, matching tasks, and editing.

Interactive reading examples of performances are cloze reading, scanning, and ordering tasks.

Finally, *extensive* reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills.
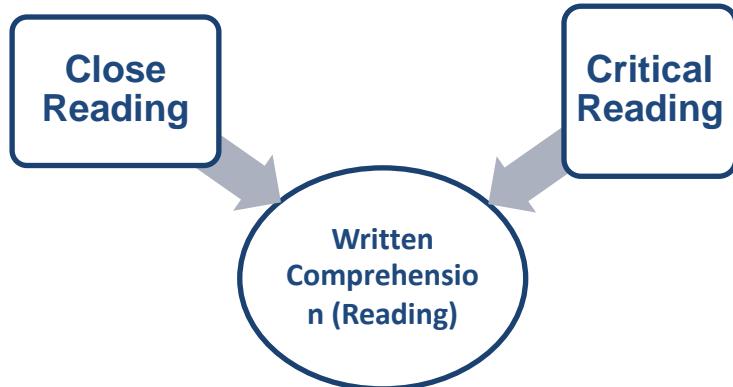
In addition, this syllabus gives emphasis to close reading and critical reading. Close reading means paying particularly close attention to what is printed on the page. It directs learners to examine and analyze the text through a series of activities that focus on the meanings of individual words and sentences as well as the overall development of events and ideas. It includes four different levels of attention linguistic, semantic, structural and cultural.

Critical reading goes steps further. Certain goals must be accomplished for example to recognize an author's purpose, to understand tone and persuasive elements, to recognize bias,

prejudice, misleading opinion, and illogical conclusions. To reach these goals requires inferences from within the text; one must actively recognize and analyze evidence upon the page.

Critical reading is a process of understanding, questioning, and evaluating a text in order to assess the accuracy and validity of a writer's ideas with the help of background knowledge that supports the reader to create meaning, connect with the text and go beyond it.

Figure 10: Reading Performances

Oral Production (Speaking: Spoken interaction and Spoken Production)

Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles.

In the *spoken interaction*, the language user functions as a speaker and as a listener. There is participation of one or more interlocutors. Different socio-cognitive and collaborative strategies are constantly employed during interaction. Some examples of interactive activities are:

- transactions,
- casual conversation,
- informal discussion,
- formal discussion,
- debates and interviews.

In *spoken interaction*, students are expected to experience the following performances in class:

- *checking* comprehension of tasks given by the teacher.
- *planning* identifying the task, planning a set of questions to ask (content /language), asking for help if needed**,**

- *elaborating* questions, answers within sentence frames including asking for help and giving support to peers using visual representations .
- *rehearsing*: by practicing dialogues, role-plays and conversations and
- *interacting* by presenting dialogues, role-plays and conversations.

On the other hand, the *spoken production* describes the production of an oral text received by an audience of one or more listeners. Some examples of activities can be:

- public address (information, instructions, etc.),
- addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

They may involve:
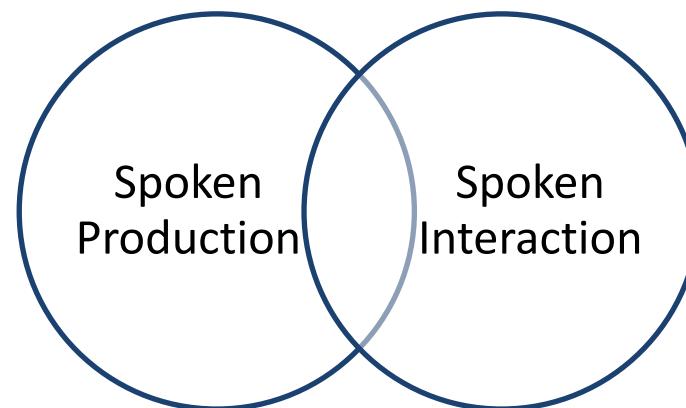
- reading a written text aloud;
- speaking from notes,
- acting out a rehearsed role;
- speaking spontaneously and singing.

In the *spoken production,* learners are expected to do:

- *planning*: a presentation by selecting the appropriate materials and resources to be used,

- *organizing* the presentation by creating and outlining its content,
- *rehearsing*: by practicing dialogues, role-plays and conversations and
- *delivering* and
- *interacting* with the audience.

Figure 11: Speaking Performances

Written Production (Writing)

Writing is the skill that emphasizes through graphic symbols the formal expression of thought. Learners need to know how to write different types of texts.
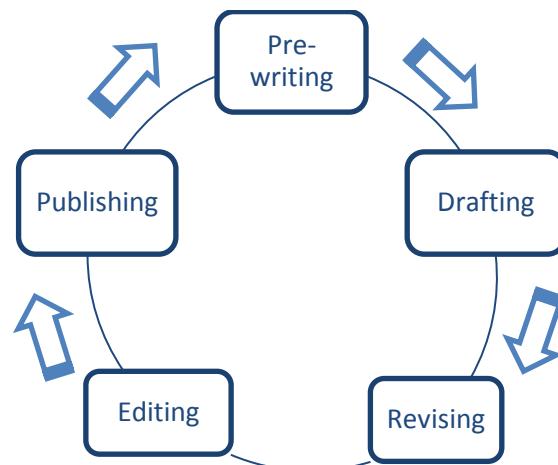
When asking learners to write, it is important to consider their age, interests, and proficiency level. It is imperative to get students to write a wide variety of texts.

Writing as a process includes the following steps:

- **Pre-writing** is the *planning phase* of the writing process. During this phase, writers can use pictures, lists, brainstorming, graphic organizers and outlines.
- **Drafting** involves the actual composing of the text with the help of prewriting activities. Learners can have informal conferences with teachers or peers to provide focused feedback to the learner.
- **Revising** includes examining the content of writing regarding ideas, organization, vocabulary or word choice and sentences to add words or phrases to improve the writing piece.
- **Editing** happens when learners attend to correctness in conventions. Learners may edit independently or in peer editing. Editing requires that writers proofread to find errors in grammar, mechanics, and spelling and then make appropriate corrections.
- **Publishing** requires a clear handwritten or word-processed copy of the final draft with its illustrations or other graphic elements.

In writing, these basic processes cannot be seen as isolated categories because the process of creating is not linear instead it has a recursive nature, since they can occur at any moment during writing.

Figure 12: Writing Performances

The writing skill from this syllabus intends to make learners produce different genres such as personal, job related and academic writing by experiencing different writing performances. Along with the genres, students are expected

to use appropriate organizational structures for different types of texts, to express their personal thoughts and feelings creatively.

A balance must be kept between the perspective of teaching writing as a process and as a product. Spending a lot of time in pre-writing work and provide modeling, drilling, writing exercises and then guided writing activities is essential.

Teachers ensure that the writing activities emerge naturally from previous reading, listening or oral work and praise learners for their writing products. In addition, teachers display the writing productions of learners and may promote keeping them in a writing portfolio and create rubrics for self-assessment, peer assessment and teacher´s assessment of their productions.

Language Learning Strategies

In language learning and teaching, several mechanisms influence the learner's performance and language knowledge. These mechanisms, used by the learners, are called strategic competence, which Purpura defines (2016) as "a set of informational strategies in working long-term memory associated with the information processing system of the brain" and which are used by learners to regulate their thoughts actions, interpersonal relationships and affect during learning or using a language.

According to Purpura (1999), learners move flexibly between strategic and automatic processing while performing tasks. They acquire a language gradually until they use it spontaneously or in a nonconscious way.

Likewise, Oxford (2003) defines learning strategies as "specifications, behaviors, steps or techniques --such as seeking out conversation patterns or giving oneself encouragement to tackle a difficult language task –used by students to enhance their own learning".

Teaching learning strategies is fundamental in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well.

Oxford, since 1990, has identified six major groups of L2 learning strategies, which are adapted in the following chart.

Table 8: Direct and Indirect Strategies

Direct Strategies		
Strategy	**Function**	**Examples**
Memory	Enable learners to store and retrieve new information of new language.	grouping, imagery and rhyming, creating mental images, sounds, semantic mapping, reviewing, employing action, using TPR
Cognitive	Enable learners to understand and produce new language.	reasoning, analyzing, resourcing, grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/ induction, imagery, auditory representation, making inferences, highlighting, creating structure for input and output
Compensation	Allow learners to use the language despite knowledge gaps.	coining new words, guessing, overcoming limitations in production
Indirect Strategies		
Strategy	**Function**	**Examples**
Metacognitive	Allow learners to evaluate their own language-learning pattern, and coordinate the learning process.	**Centering your learning:** (Pre-teaching): paying attention, reviewing and linking prior knowledge, delaying speech production to focus on listening. **Planning and arranging:** finding out about language learning, organizing, and setting goals and objectives, identifying the purpose of a language task, planning for a language task and seeking practice opportunities. **Evaluating by means of:** • **Self-monitoring:** checking one´s comprehension during listening or reading. • **Self-evaluating**: checking one´s oral or written production while is taking place.
Meta-Affective	Help learners gain control and regulate personal emotions, attitudes and values.	Self-talk, thinking positively, reducing anxiety by improving one´s sense of competence, self-encouragement
Meta-Social	Allow learners to interact with others.	Cooperate, work with classmates, coach each other, questioning, and empathizing, questioning for clarification

Assessment

The assessment of language competences is a very *complex process* because it articulates the mediation between the subject who learns (learner) and the subject who teaches (teacher). I cannot be perceived as an independent element of the formative process. It is a continuous process for seeking precision, centered in the didactic mediation, which develops metacognition in the participants of both, teacher and learners.

The changes in the new socio political world order and the advances in technology have generated new challenges in *knowledge, skills,* and *abilities* (KSAs) that a learner needs to perform, in terms of what s/he knows, does, thinks and feels to become a better individual, learner, teacher and citizen. Consequently, the intention of assessment has changed as well in this syllabus. Since it assessment It promotes the learner's integral development and communicative competence within the Action-Oriented perspective.

Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multiphase process, which responds to these four fundamental questions:

- Why assess learning?
- What to assess?
- How should we assess?
- What are the pedagogical implications?

Why assess learning? The purpose of assessing learning is to be able to obtain a value judgment, in order to assist each learner's learning and growth, considering his/her differences: background, particular cognitive and socio-affective needs, strengths and limitations, learning gaps and styles, so that s/he can receive the support needed and, to prevent learner's failure by providing the timely intervention.

What to assess? The assessment of competences in the English classroom includes assessing knowledge, skills, abilities (KSAs), and attitudes, that is, different learnings (learn to know, learn to do, learn to be and live in community). There are multiple opportunities for assessment in the classroom context: *informal assessment* (in instructional tasks and in classroom in interaction or spontaneous assessments) and *formal assessment*, through formative quizzes, achievement tests and the Integrated Project, as states in the "can do" performance descriptors of the curriculum.

The classroom assessment involves, both, *discrete points* (selected response tasks to measure discrete units which encompasses grammatical, semantic and pragmatic knowledge form, meaning and use), as mentioned (Purpura, 2014, p 9) and *performance-based tasks* (demonstration through integrated-skills tasks within a domain, scenario, and theme, specified knowledge, skills and abilities using the target language).

Performance-based assessment is a cognitive and behavioral process, which shows what the learner is capable of achieving with the language. It includes the acquisition of KSAs, which are translated into activities, tasks and concrete actions in order to reach a result or specific product with a purpose.

How to assess it? The assessment of language and non-language competences is done by means of a variety of class dynamics, founded on four cornerstones.
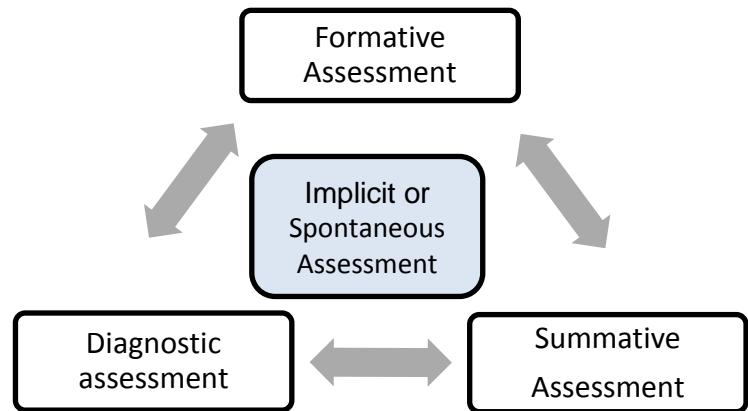
a. **Diagnostic Assessment**. It is identified as the starting point to develop the communicative competence. It also detects learners' needs and areas of intervention for assistance. It looks backwards rather than forwards.

b. **Formative Assessment.** It is focused on the process to develop the communicative competence to identify what the learner knows and does with the language in order to plan what follows. It is not necessarily just a value judgement.

c. **Summative Assessment.** It is centered in observing the achieved results perform in the different activities and strategies implemented to develop the communicative competence. The information provided by this type of assessment can be used formatively to guide efforts and activities in subsequent courses.

d. **Implicit Assessment.** It is embedded in the classroom interaction (spontaneous assessments), at what level the learner performs the proposed tasks, what h/she does in reality, and what is the learners potential. It is implicit because the teacher implements it at all times.

Diagnostic, formative, summative and implicit assessment serve to gather evidences, to receive feedback and to orient the learning performances by means of different eliciting tasks: *selected response* and *constructed response* (limited response, and extended production).

Figure 13: Continuum process of assessing the communicative competence

What are the pedagogical implications? The pedagogical implications of assessing communicative competences in classroom dynamics takes into account a range of aspects such as:
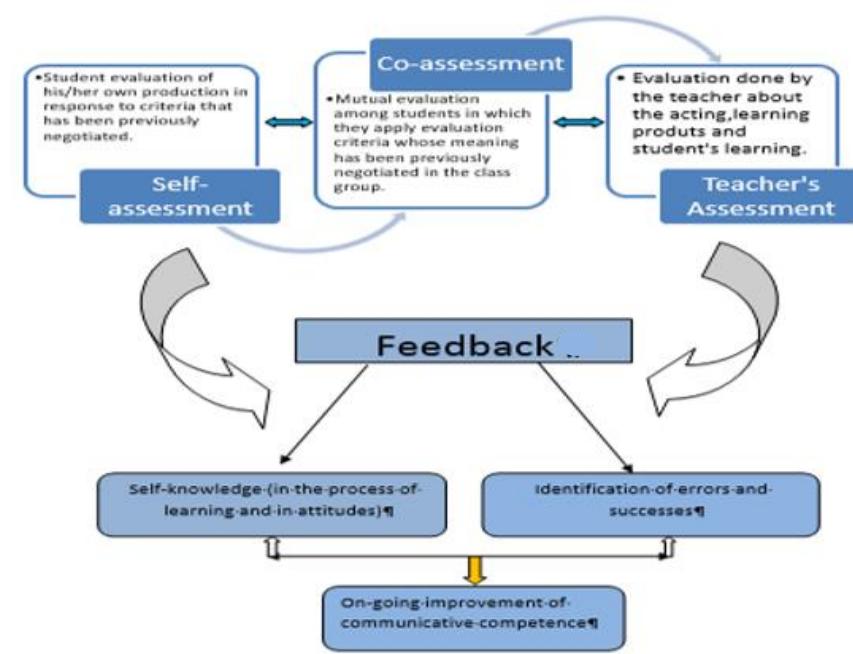
1. Selecting the goal(s) or can do statements and linguistic skills.

2. Determining the type of task the learner has to perform in real-life within the theme and scenario of the unit, e.g., introducing someone, greeting someone, giving personal information.

3. Selecting a task that will allow the learner to demonstrate what they can do.

4. Selecting the indicators and performance levels (criteria) that will be used to assess the performance of the learner during the task.

5. Determining the technically designed instruments to assess the learners´ performance to obtain expected evidences.

6. Recognizing the impact of associated factors to learners' achievement or performance (e.g.,.socio-economic condition, personal disposition, motivation, parent support, teacher expectations).

7. Informing in advance and discussing with students the criteria that will be used to assess the task so they know what is expected and can assess their own performance as well.

Diagnostic, formative, implicit/spontaneous and summative assessments allow for the support of learners in the classroom and provide cumulative evidence for a final score, which is obtained, based on the following components and percentages approved by the Superior Council of Education.

The dynamics of classroom assessment in the feedback process involves different agents, which influence the feedback process for monitoring and on-going improvement as shown in figure 14.

Figure 14 Dynamics of Classroom Assessment

Monitoring and assessment of the communicative competence is a key feature of this syllabus to provide evidence of language and non-language learning.

Student Exit Profile: Third Cycle and Diversified Education

The profiles are structured around elements specific to the CEFR and an extension of the CEFR descriptors adapted to the vision of the curriculum in the Costa Rican educational context. The CEFR describes areas of language learning around general competences such as: declarative knowledge, sociocultural/sociointerpersonal knowledge and intercultural awareness that grows over the length of time as learner's progress simultaneously in the process of language learning. It also specifies communicative competences that enable learners to interact in the target language. The first of these competences is **linguistic (learn to know)** and is comprised of vocabulary (lexis), grammar (syntax), meaning (semantics), and sound (phonology), and sound-symbol relationships (orthography).

The second is **pragmatic (learn to do)** competence and describes how learners function with language in order to meet their needs such as describing, explaining, and summarizing. These language functions occur within varying styles (discourse, genres) of communication such as narration versus expository texts (oral or written). These competences are summarized in the exit profiles for each level of proficiency.

Finally, **sociolinguistic (learn to be and live in community)** competence allows learners to interact in socially appropriate ways regarding aspects such as conventions for politeness, social markers for respect, and varying registers depending on the domain in which communication occurs such as, interpersonal, transactional, academic or professional domains.

Furthermore, skills related to listening, speaking, reading and writing are summarized for each level. These skills are developed through lesson activities whereby learners are required to receive language inputs (**listening and reading**), interpret the input through mediation activities and reformulate language to produce outputs (**speaking and writing**).

The amount of time it takes for learners to develop proficiency in the areas and contexts mentioned above varies greatly. The speed of learning depends on factors such as age, motivation for learning, background knowledge, amount of prior study, and the extent of exposure to the language outside the classroom, and the amount of time spent in individual study. However, considering items such as (but not limited to) the type of program design, and the amount of classroom hours devoted to foreign language teaching each year, the following proficiency levels are described within an A1 and then a B1 category as classified under the CEFR.

These levels are detailed by cycle as follows:

Table 9: New Citizenship Learner Exit Profile for Third Cycle

Types of knowledge ⟍ Orientations to	Learn to know What the learner needs to know Learner …	Learn to do What the learner needs to do Learner…	Learn to be and Live in Community How the learner needs to be Learner…
A Global Citizenship with Local Belonging.	▪ extracts explicit information from simple texts. ▪ uses data for applying information in different situations. ▪ creates connections between different information, themes and scenario. ▪ uses prior information for comprehending graphs, question and data. ▪ discriminates relevant information for decision-making and reasoning.	▪ performs different roles when working in groups. ▪ applies knowledge and procedures in context. ▪ checks his /her learning strategies. ▪ plans data resources and strategies for tasks. ▪ uses group feedback to check understanding. ▪ participates with autonomy and collaborative actions for reaching goals. ▪ learns from mistakes and complex group situations for reaching agreements.	▪ recognizes his/her own rights and responsibilities and the ones of others. ▪ participates in peaceful conflict solving. ▪ expresses in words and actions values of justice, equity and human relations. ▪ questions and adjust values, attitudes and beliefs among people and living creatures. ▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. ▪ accepts feedback from others. ▪ recognizes strengths and limitations of ideas and procedures.
Education for Sustainable Development	▪ knows different ways of facing environmental risks affecting life. ▪ proposes alternative solutions to problems.	▪ participates in improvement of local, regional and global life conditions. ▪ makes decisions for improving well-being.	▪ differentiates believes, attitudes, actions over sustainable development. ▪ valuing the implication of efforts over the achievement of goals.
New Digital Citizenship	▪ knows main characteristics of digital means for accessing information. ▪ organizes diverse and basic information.	▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes. ▪ uses digital tools efficiently. ▪ applies apps and programs as useful tools. ▪ discriminates digital information from different reliable sources. ▪ uses digital tools to find useful information.	▪ questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations. ▪ applies inclusive principles and respect within digital communication messages.

"Educating for a New Citizenship"

Table 10: New Citizenship Learner Exit Profile for Diversified Education

Types of knowledge Orientations to	Learn to know What the learner needs to know Learner …	Learn to do What the learner needs to do Learner…	Learn to be and Live in Community How the learner needs to be Learner…
A Global Citizenship with Local Belonging.	▪ is aware of the complex processes of the context. ▪ integrates interdisciplinary knowledge for comprehension of the context. ▪ uses data for applying information in different situations. ▪ creates connections between different information, themes, and scenario. ▪ implements reflective thinking before decision-making.	▪ establishes priorities and strategies according to circumstances and abilities. ▪ performs different roles when working in groups effectively. ▪ self-assesses his/her performance for improvement. ▪ uses group feedback to check understanding and learns from mistakes. ▪ participates with autonomy and collaborative actions for reaching goals. ▪ practices rights and duties for building human rights principles for a common will.	▪ implements self-didactic processes and open minded attitudes towards problems. ▪ expresses reflective opinions and arguments for controversial issues. ▪ participates in peaceful conflict solving. ▪ expresses in words and actions values of justice, equity and human relations. ▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. ▪ assimilates new learnings considering teachers' and peers' feedback ▪ proposes ideas and procedures to find alternative solutions.
Education for Sustainable Development	▪ plans alternative solutions to promote changes in habits of consumption individually or collectively. ▪ plans future goals in life based on his abilities, interests, resources and opportunities.	▪ participates in improvement of local, regional and global life conditions. ▪ makes decisions for improving well-being.	▪ differentiates beliefs, attitudes, actions over sustainable development. ▪ values the implication of efforts over the achievement of goals. ▪ negotiates alternatives to find solutions to social and environmental problems. ▪ reflects on the implication of the eco-system perspective towards the global equilibrium.
New Digital Citizenship	▪ critically discriminates messages from digital sources.	▪ chooses the best digital tools to find information efficiently. ▪ elaborates digital projects esthetically. ▪ uses conventions accurately.	▪ values the socioeconomically, cultural and ethical use of ICT. ▪ respects copyright.

"Educating for a New Citizenship"

7th

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. ~Nelson Mandela

CEFR Band: A1.1, A1.2 and A2.1		Level: 7th	
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to do	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, themes and functions. S/he may use appropriate level discourse markers.		
Learn to know	show a level appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes within grammatical structures.		
Learn to be and live in community	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 school (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can demonstrate a very limited ability to communicate independently English because s/he is in a 'Silent Period' as s/he develops a receptive level of language, knowledge relying mostly on simple language and cues. • Can understand sentences and take note of basic information relevant to personal needs and family activities.	**CEFR STANDARDS** • Can understand a very limited amount of language (e.g., words and simple expressions). • Can recognize environmental print found (e.g. common advertisements and road signs; labels, captions) and internet sources in familiar texts. • Can recognize some high-frequency words such as *a*, *the*, *and*, *of*. • Can read and comprehend longer text using high-frequency vocabulary, and predictable patterns within	**CEFR STANDARDS** • Can use words in English in a very limited manner needing to rely on memorized and rehearsed expressions to answer simple questions. • Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or everyday topics. • Can show their understanding through: eye contact, imitating, using facial and body expressions, acting out a story, using pictures to categorize or sequence,	**CEFR STANDARDS** • Can write off a heavily patterned model with very little detail using a limited set of familiar words. • Can begin to independently write single words and phrases in English; relay short messages supported by drawing, use inventive spelling within highly supported structures such as patterned sentences. Are starting to vary their sentence. • Can write sentences, simple notes, application forms,

INTEGRATION OF LANGUAGE SKILLS

- Can respond with learned words, phrases, formulaic expressions and body language (listening to speak).
- Can recognize words, phrases, formulaic expressions (listening to read).
- Can fill in gapped texts (listening to write).
- Can recognize pieces of information to name, pointing to or miming (listening to speak).
- Can recognize pieces of information complete sentences frames (listening to write).
- Can recognize basic simple information to support reading comprehension (listening to read).

messages, narratives, and expository text.

INTEGRATION OF LANGUAGE SKILLS

- Can predict parts of a story based on pictures.(reading to speak)
- Can recognize pictures to show their understanding (reading to listen).
- Can follow brief, simple instructions in texts to write (reading to write).
- Can predict what the text is about supported by typographical and visual clues to speak (reading to speak).
- Can read short stories to react to content (reading to speak/write).
- Can get specific information from simple reading pieces to support listening comprehension (reading for listening).
- Can follow simple model sentence frames and expressions, reminders or notes to write responses (reading to write).

drawing, matching items and pictures; repeating words and phrases at a slower speech rate such as in choral or echo read alouds.

INTEGRATION OF LANGUAGE SKILLS

- Can interact spelling out words (speaking to write/ listen).
- Can organize a conversation by writing appropriate expressions (speaking to write).
- Can rehearse a conversation with peers (speaking to listen).
- Can produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of familiar words to choose from (reading to speak/write).
- Can elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak).
- Can interact exchanging information using sentence frames for reference (listening to speak).

simple postcards, personal letters, notes, messages.

INTEGRATION OF LANGUAGE SKILLS

- Can recognize pictures / diagrams to label words and simple expressions (reading to write)
- Can identify oral information to write posters, brochures and invitations (listening to write)
- Can write personal information to interact (writing to speak).
- Can write cards, simple messages and invitations for other to read (writing to read)
- Can write basic information and draw pictures to support oral presentations (writing to speak)
- Can write simple directions for others to follow (writing to listen).

| Level: 7th   Term: 1
 CEFR Band: A.1.1 |
|---|

Scenario: Let´s Meet and Greet

English language learner communicates using basic elements of the target language for instructional, socio-interpersonal, and intercultural purposes within the immediate context to interact with people at school, exchanging personal information and establishing relationships with them.
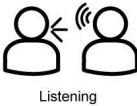
CEFR Band: A1.1 **Domain (s):** Socio-interpersonal	**Themes:** 1. It Starts with a Handshake 2. Me, Myself and I 3. Family Ties 4. "Whatcha doin'?"

Enduring Understanding: Every individual has a story that is worth telling and knowing. Interacting with others to exchange personal information supports establishing social relationships and understandings to become better citizens of the world.

Essential Question: How can we build effective social connections and a community of trust with people through language?

Linguistic Competencies	Goals
	Learner can…
Oral and Written Comprehension Listening	**L.1.** understand basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. **L.2**. make predictions of messages by using prior knowledge and contextual clues. **L.3**. recognize familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses. **L.4.** understand simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly. **L.5.** understand others' expression of feelings (e.g., whether s/he is indicating h/she is happy/sad, well/ill). **L.6.** understand everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.

		L.7. understand questions and short, simple classroom instructions.
	Reading	**R.1.** make predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. **R.2.** understand brief, simple classroom signs and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated. **R.3.** identify English language sounds using knowledge in phonics, syllabification and word parts. **R.4.** recognize some words and straightforward sentences in simple texts, if seen previously. **R.5.** understand straightforward forms in order to insert personal information (e.g. name, address, date of birth). **R.6.** understand simple short messages and greetings (e.g., "back in an hour"; "happy birthday"). **R.7.** understand numbers in meaningful contexts. **R.8.** understand the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures (e.g. signs and notices, directions, and posters, factual descriptions, short descriptions, instructions and messages on postcards) when reading simple, short texts slowly.
	Spoken Interaction	**SI.1.** use basic expressions of greeting, farewell, leave-takings and politeness (e.g., hello, goodbye, please, and thank you). **SI.2.** make introductions of self and others. **SI.3.** communicate the day, date, and time, as well as ask about those matters. **SI.4.** ask and answer simple questions about familiar things (e.g., name, age, telephone number, birthplace, where s/he lives, people s/he knows, things he/she has), if the other person speaks slowly and clearly. **SI.5.** express a lack of understanding using body language or formulaic expressions.

Oral and Written Production		**SI.6.** express simple needs in the classroom setting (e.g., ask for the loan of a pencil or other classroom material). **SI.7.** express a sequence of events or actions by placing them in some sort of order. **SI.8**. use common, familiar everyday expressions to meet specific practical needs in the classroom setting (e.g. asking for assistance with unknown vocabulary or clarification). **SI.9.** use simple statements related to daily/ weekend routines. **SI.10**. interact in a simple way with others repeating or rephrasing ideas at a slower rate of speech. **SI.11.** interact in simple phone conversations.
	Spoken Production	**SP.1.** talk about himself/herself very briefly, for example stating name, where s/he is from, and what school s/he attends, including information about his/her family. **SP.2.** describe his/her daily and weekend routines to the class using simple phrases and formulaic expressions. **SP.3.** use simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do. **SP.4.** recount recent experiences and give compliments in role-plays, interviews, and oral presentations.
	Writing	**W.1.** write words on familiar objects in a picture or diagram (e.g., boy, girl, chair). **W.2.** write words and phrases on registration forms and questionnaires (e.g. entering names, nationalities and addresses). **W.3.** write simple phrases and sentences and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). **W.4.** write simple sentences with assistance, using a dictionary or textbook and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

		W.5. write simple information about himself/herself (e.g., name, age, address) and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). **W.6.** write brief messages like birthday/holiday greetings, invitations, postcards, a tweet, and notes to friends and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

7th Term I CEFR Band: A1.1 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions • Greeting people • Introducing oneself and other people • Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc. • Asking for and giving the spelling of familiar words • Completing forms • Using numbers related to personal information • Asking and telling time and date • Asking for and giving information about routines and habits **Discourse Markers** – Opening a dialogue (Hi, hello…) – Closing (good bye, see you…) – Correcting oneself – No, sorry See more on "Suggested Discourse Markers Section."	**Grammar** – Y/N questions – Possessives – Personal information / Y/N Questions – Present continuous – Possessive adjectives – Prepositions – Prepositions of time, including in/on/at – Simple Present – Frequency Adverbs – Common prepositions of place – Pronouns: simple, personal – There is/are – To be, including question+negative **Vocabulary** It Starts with a Handshake (Greetings, Introductions, Leave-Takings) Have a good one. Hi there! See you soon. See you later. Goodbye Bye What's up? How are things? How's it going? Take it easy. Catch ya later! Gotta go!	**Psycho-social** – Respecting opinions, values/beliefs and language differences – Self-challenging to reach communicative competence – Respecting human rights principles and inclusiveness – Using positive self-talk **Sociocultural** – Showing interest in each peer's and family's lives and feelings – Communicating respectfully – Demonstrating attentive listening Idioms **rub elbows with** (someone) – to be in the same place as someone, to meet and mix with others – The small restaurant is very popular and you can **rub elbows with** different types of people. **meet and greet** – A gathering for the purposes of introducing one's self to a larger group; often used in fundraising and politics – The millionaire was very popular at the **meet and greet.**

Take care.
Great to see you.
Nice to meet you.
What's happenin'?
How are you doing today?
Hey, Later, Howdy

Me, Myself and I (Personal Information)
I'm from____.
I am_____ (nationality, e.g. Costa Rican, Colombian).
I am _____ years old.
My address is ____
My phone number is_____.
tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird
strange, witty

Family Ties
Mother, Mom, Mommy, Dad, Father, Daddy, Sister, Sis, Brother, Bro, Aunt, Uncle, Cousin, Grandmother, Grandfather, Granddad, Grandma

Whatcha doin'? (My Everyday Life)
wake up, brush teeth, take shower, comb hair, eat breakfast/lunch/dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text

down to earth
–   Practical and rational, unpretentious.
–   I enjoy working for my boss because he is easy to talk to and *down to earth*.

a gut feeling
–   a personal or intuitive feeling and response
–   I had a **gut feeling** that my friend was going to be late for our meeting.

deal with (something)
–   to be concerned with something, to take action about something
–   I am tired and don't think I can **deal with** my family right now.

take care of (someone or something)
–   to look after or give attention to someone or something
–   Healthy families love and **take care of** one another.

brainstorm (something)
–   to try to develop an idea or think of new ideas
–   The students got into groups to **brainstorm** ideas for the school play.

hang out (somewhere or with someone)
–   to spend one`s time with no great purpose, to spend leisure time with friends
–   He promised he would **hang out** with me on Saturday.

	Phonology	Proverbs/Quotes
	– long /i/ and short /ɪ/ – long /e/ and short /ɛ/ – labial consonants /p/ and /b/ – alveolar consonants /t/, /d/, /s/ and /z/ – labio-dental consonants /f/ and /v/ – velar consonants /k/ and /g/	One of the most beautiful qualities of true friendship is to understand and to be understood. ~**Lucius Annaeus Seneca** The pain of parting is nothing to the joy of meeting again. ~**Charles Dickens** It is better to be hated for what you are than to be loved for what you are not. ~**André Gide** Insist on yourself. Never imitate.~**Ralph Waldo Emerson** Friends are the family you choose. ~J**ess C. Scott** As the family goes, so goes the nation and so goes the whole world in which we live. ~**John Paul II** We do not remember days, we remember moments. ~**Cesare Pavese** Life is 10% what happens to me and 90% of how I react to it. ~**Charles Swindoll**

7th Term 1 CEFR Band: A1.1

Assessment Strategies	Suggested Mediation Strategies
	## Pre-teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. ## Oral and Written Comprehension
Using technically designed instruments such as learning logs, and, with the guidance of the teacher, the learner… **L.1.** identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information.	**Listening to speak/write** **Recognition of basic greetings, farewells, common expressions of politeness, sounds of most letters, familiar words and very basic phrases concerning his/her family, everyday activities, simple information, feelings, concrete familiar topics, questions, classroom instructions, and predictions.** *Planning*: *Pre-listening* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio/video. *Monitoring: Listening for the first time*

L.2. identifies messages by making predictions using prior knowledge and contextual clues.
 	
L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.
 	
L.4. recognizes simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.
 	
L.5. recognizes others' expressions of feelings.
 	
L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.
 	
L.7. recognizes questions and short, simple classroom instructions.
 	
Using technically designed instruments such as self-reflection with journals, and
	– **Identifying**
	   o basic greetings, farewells, common expressions of politeness in audio recordings, videos or conversations by e.g., working on handouts with multiple choice items and drilling tasks.
	   o messages by making predictions using visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations.
	Pair/Group feedback
	– for comparing, what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding.
	Listening for the second time
	– **Recognizing**
	   o familiar words and very basic phrases concerning his/her family and everyday activities, when people speak slowly, clearly and with significant pauses, by reacting or writing in a list or raising hand when heard read aloud.
	   o simple information, such as name, age, and perhaps country of origin, when that information is given slowly and clearly, by sequencing a series of pictures from information presented in read-aloud, presentations, and conversations.
	   o expressions of feelings (e.g., whether h/she is indicating h/she is happy/sad, well/ill) by using a picture dictionary.
	   o everyday expressions dealing with simple and concrete familiar topics by using a formulaic expressions bank to fill out forms.
	   o questions and classroom short simple instructions by answering to literal questions or reacting to them by using verbal and nonverbal cues.
	Post-listening
	– for reacting to the content of the text or for focusing on features/language forms ***and self/co-assessment.***
	
	Reading to write/speak
	Recognition of simple classroom instructions, vocabulary, sounds, straightforward sentences and forms, short messages and greetings, numbers and the general idea.

with the guidance of the teacher, the learner…	*Planning: Pre-reading*
R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.	– Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations.
	Monitoring: Reading for the first time
	– **Identifying**
	o messages, making predictions by using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events brief, simple classroom signs and other clear-cut instructions by underlining or circling key words, pointing to, writing, drawing and matching.
R.2. identifies brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated.	o brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions, if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated by highlighting key word and expressions.
	o English language sounds using knowledge in phonics, syllabification and word parts, by repeating and practicing consistently.
	Pair/Group feedback
	– for comparing what s/he understood and did, explaining his/her own strategies for conveying meaning.
R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.	*Reading for the second time*
	– **Recognizing**
	o words and straightforward sentences, if seen previously, (e.g. name, address, date of birth) by matching the content with illustrations.
	o straightforward forms in order to insert personal information by filling out authentic application forms
R.4. recognizes some words and straightforward sentences in simple texts, if seen previously.	o simple short messages and greetings (e.g., "back in an hour"; "happy birthday") by answering yes/no questions about text (heard or read) with instructional support.
	o numbers in meaningful contexts by using them adequately when performing transactions e.g.in personal information forms.
R.5. recognizes straightforward forms in order to insert personal information.	o the general idea, familiar names, words, and very simple sentences and paragraphs by using graphic organizers e.g. Venn's diagram, tables that show

R.6. recognizes simple short messages and greetings. **R.7.** recognizes numbers in meaningful contexts. **R.8.** recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading simple, short texts slowly.	sequence of events on signs and notices, directions, and posters, factual descriptions, short descriptions, instructions and messages on postcards. *Post-reading* – for reacting to the content of the text or for focusing on features/language forms *and self/co-assessment.*

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Oral and Written Production

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Spoken Interaction
Interaction in conversations using basic expressions of greeting, farewell, leave-takings and politeness, introductions, simple questions and answers, clarification strategies, repeating or rephrasing ideas, expressing simple needs/ statements/ sequence of events and phone conversations.

Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner… **SI.1.** uses basic expressions of greeting, farewell, leave-takings and politeness **SI.2.** makes introductions of self and others. **SI.3.** communicates the day, date, and time, as well as ask about those matters. **SI.4** asks and answers simple questions about familiar things, if	*Planning* – Checking comprehension of tasks given by the teacher. – Identifying the task, planning a set of questions to ask (content/language), asking for help if needed and select the appropriate materials. *Elaborating* – the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed. *Rehearsing* – the conversations individually or in small groups by using practiced dialogues and learned expressions expressions. *Interacting* – **Expressing** o greetings, farewells, leave-takings by practicing a dialogue in pairs/ small groups (e.g., Hello, goodbye, please, and thank you).

the other person speaks slowly and clearly. **SI.5.** expresses lack of understanding using body language or formulaic expressions. **SI.6** expresses simple needs in the classroom setting. **SI.7.** expresses a sequence of events or actions by placing them in some sort of order. **SI.8**. uses common, familiar everyday expressions to meet specific practical needs. **SI.9.** uses simple statements related to daily/weekend routines. **SI.10**. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech. **SI.11.** interacts in simple phone conversations.	– **Introducing** o him /herself and others by using practiced dialogues and/or acting out social scenarios while choosing from a list of options.(e.g., name, age, telephone number, birthplace, where s/he lives, people s/he knows, things he/she has) – **Communicating** o the day, date, and time, as well as ask about those matters by participating in an interview – **Asking and answering** o simple questions and answers about familiar things, if the other person speaks slowly and clearly, by participating in an interview – **Expressing** o lack of understanding by using language and nonlanguage communication. o simple needs in the classroom setting (e.g., ask for the loan of a pencil or other classroom material, asking for assistance with unknown vocabulary or clarification). o common, familiar everyday messages to meet specific practical needs in the classroom setting by using formulaic frames. o simple statements related to daily/weekend routines by participating in an interview using sentence frames and choosing from options. o sequence of events by matching or guessing game and choosing from options in an illustrated word bank. – **Interacting** o repeating or rephrasing ideas by practicing drilled conversations in turn-taking small group exercises. o in phone conversations by participating in role-plays, interviews, small talk and chit chat. *Evaluating* – Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved. **Spoken Production** **Production of brief talks about himself/herself, descriptions of daily and weekend routines, familiar topics and recounting recent experiences and giving compliments.**

Using technically designed instruments such as co- and self-assessment rubrics, and with the guidance of the teacher, the learner…
 	
SP.1 talks about himself/herself very briefly, for example stating name, where s/he is from, and what school s/he attends, including information about his/her family.
 	
SP.2 describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions.
 	
SP.3 describes familiar topics using simple phrases.
 	
SP.4 recounts recent experiences and gives compliments.
	Planning and Organizing
	– a presentation by selecting the appropriate resources to be used in small groups or whole class.
	– understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, asking for help if needed**.**
	Rehearsing
	– brief talks about himself/herself, descriptions of daily and weekend routines, familiar topics and recounting recent experiences and giving compliments in pairs /small groups.
	– descriptions of daily and weekend routines to the class using simple phrases and formulaic expressions.
	– recounting recent experiences and giving compliments
	Producing
	– **Describing**
	  o daily and weekend routines to the class by using simple phrases and formulaic expressions or keeping sentence frames and changing content information.
	  o familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot using simple phrases by doing an oral presentation to the whole class.
	– **Recounting**
	  o recent experiences and giving compliments by performing role-plays, interviews, and oral presentations.
	Evaluating
	– Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.
	
	Written Production
	Production of simple words and very simple sentences, simple information about himself/herself, forms and questionnaires, and messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes.
	
	Pre-writing
	  o by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed

Using technically designedinstruments such as checklists, and with the	

guidance of the teacher, the learner…	
W.1. writes words on familiar objects in a picture or diagram (e.g., boy, girl, chair). **W.2**. writes words or phrases on registration forms and questionnaires with personal details. **W.3**. writes simple phrases and sentences. **W.4**. writes simple sentences with assistance, using a dictionary or textbook. **W.5.** writes simple information about himself/herself (e.g., name, age, address). **W.6**. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.	o words by labelling objects, pictures or diagrams or creating a personal pictionary organized by topic. o of words and phrases (e.g. entering names, nationalities and addresses) by filling in registration forms and questionnaires or by information gap activities where students complete sentences. o simple phrases and sentences by copying or writing from a sentence model. o simple information about himself/herself by seeing a demonstration and participating in a shared writing. o brief messages like birthday/holiday greetings, invitations, postcards, a tweet, and notes by following a model provided. *Drafting* – words and phrases, sentences, simple information and brief messages independently. *Revising* – words and phrases, sentences, simple information and brief messages with the support of a partner in a shared writing activity. *Editing* – the production independently before publishing. ## Integrated Project Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Self-portrait presentation using technological devices or physical materials. – Storytelling using ICT on personal event. – Throw a "fundraiser auction" with each learner being assigned a famous person to research and "become" for the party. Some will be the guests who are auctioning off a day with them. Include time for small talk, an activity that encourages participants to interact, then make an "ask" and present the live auction.

Level: 7th   Term: 2 CEFR Band: A1.1
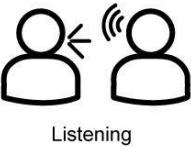
Scenario: Hanging Out in my Community

English language learner communicates using basic elements of the target language for instructional, socio-interpersonal, socio-transactional and intercultural purposes within the immediate context to obtain information of goods and services with people in the city for making decisions in everyday situations.

CEFR Band:A1.2 **Domain (s):** Socio-interpersonal and socio-transactional	**Themes:** 1. My Fun Favorites 2. Fun Places Around Town 3. Where and When Is the Fun? 4. Fun – Free and Otherwise

Enduring Understanding: Fun activities shared with others makes life better.

Essential Question: What makes our life enjoyable?

Linguistic Competencies		Goals Learner can…
Oral and Written Comprehension	 Listening	**L.1.** follow instructions and short simple directions. (e.g., on the second floor, near the bus stop, third door on the left). **L.2.** recognize basic phrases that denote position (under, over, beside). **L.3.** understand simple information about places, if the speaker speaks slowly and clearly, possibly with accompanying gestures. **L.4.** recognize familiar words, names, numbers in prices and times, previously learned when heard in a short, simple recording delivered at a slow pace. **L.5.** identify the sound of most letters heard in context. **L.6.** identify details, sequence of events, differences, similarities, causes and effects in short conversations.

		L.7. make predictions by using prior knowledge and contextual clues.
		L.8. understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech.
		L.9. interpret basic information from a variety of sources of topics related to fun favorites,fun places around town, locations and times, and free activities for fun.
		L.10. infer situations, participants and goals using real world knowledge.
	Reading	**R.1.** understand brief, simple classroom instructions. **R.2.** recognize some expressions and straightforward sentences in simple texts, if allowed to use a dictionary. **R.3.** manipulate English language sounds using knowledge in phonics, syllabification and word parts . **R.4.** locate important information in simple text in newspaper or magazine articles. **R.5.** understand the general idea, familiar names, words, very simple sentences and paragraphs in simple, short texts containing pictures when reading slowly. **R.6.** make predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. **R.7.** recognize some key terminology from subject areas (e.g., interdisciplinary connections). **R.8.** read diagrams, with accompanying text, and use information to answer questions if given lead-in phrases. **R.9.** understand numbers adequately when performing transactions. **R.10.** understand short narratives with some illustrations as support and using an English dictionary.

		R.11. establish connections between events from described ideas.
Oral and Written Production	Spoken Interaction	**SI.1.** use basic expressions of greeting, farewell, leave-takings and politeness (e.g. hello, goodbye, pleases, and thanks you). **SI.2.** make introductions of self and others. **SI.3.** communicate the day, date, and time, as well as ask about those matters. **SI.4** ask and answer simple questions about different activities, directions, prices, schedules), if the other person speaks slowly and clearly. **SI.5.** express a lack of understanding using body language or formulaic expressions. **SI.6**.interact in a simple way with others repeating or rephrasing ideas at a slower rate of speech. **SI.7**. use common, familiar everyday expressions to meet specific practical needs in community setting, e.g. asking for assistance with maps, directions, money times, schedules, timetables. **SI.8.** use simple statements related to daily/ weekend routines. **SI.9.** express a sequence of events or actions by placing them in some sort of order. **SI.10.** interact in simple phone conversations.
	Spoken Production	**SP.1.** use simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do, and what other people or animals can or cannot do. **SP.2.** respond to simple texts of instructions, descriptions or other types of information using elementary language. **SP.3.** express how they are feeling using simple, standard expressions. **SP.4.** provide basic information about familiar things, different activities, directions, prices, schedules.

		SP.5. produce some spoken texts such as role-plays, interviews, and oral presentations, recounting recent experiences and giving compliments.
	Writing	**W.1**. write straightforward information about self in short sentences or provide that information on a questionnaire and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.). **W.2**. write simple descriptions of everyday objects and places and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.). **W.3.** write simple information about hobbies and fun activities and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). **W.4.** describe places around town and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

7th Term:2 CEFR Band A1.1 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions • Describing habits and routines; Giving personal information • Asking and giving directions. • Telling time • Understanding using prices and numbers • Asking and answering questions about personal possessions • Asking for repetition and clarification • Talking about food and ordering meals • Following and giving simple instructions • Understanding simple signs and notices **Discourse Markers** Hesitation (Let me see…) Asking for clarification (Can you repeat please…)	**Grammar** prepositions possessive and personal pronouns simple present simple past present progressive Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	**Psycho-social** – Demonstrating openness towards other interests and new experiences/ideas. – Showing awareness of using positive communication skills and ethical practices when having fun. – Being aware of self-monitoring positive attitude when reacting in class. **Sociocultural** – Willingness to participate in leisure activities (hobbies, sports, reading habits). – Valuing the social interaction in community building. – Governing respectful behavior when interacting and using humor. Idioms **get-up-and-go.** – Physical energy – I don't have any energy. I've lost my **get-up-and-go.** **cover a lot of ground** – to complete a lot of material or activities at one time – We **covered a lot of ground** during the first month of the dance class.

	Vocabulary	**more fun than a barrel of monkeys** – something that is very amusing and fun to do. – Zip-lining through the jungle was **more fun than a barrel of monkeys**.
	My Fun Favorites (hobbies) Reading, Skating, Knitting, Crocheting, Quilting, Running, Horseback riding, Bicycling, Jogging, Swimming, Playing video games, Kayaking, Sailing, Fishing, Listening to music, Painting, Dancing, Performing, Singing, Playing soccer	**goof off** – to spend time doing only fun activities; can be negative – I like to **goof off** with my friends on the weekend.
	Fun Places Around Town (Directions, time) Skate park, Playground, Shopping mall, Dog park, Arcade, Basketball court, Tennis court, Gymnasium/gym, Soccer, field, Movie theater, Church, Theater, Swimming pool, Library, Restaurant, Diner, Walking trail, Riverbank, Ice cream parlor	**give (someone) the green light** – To get or give permission to proceed – The boss **gave them the green light** to order all the equipment they needed. **a fork in the road** – literally to have two ways to go on the road; metaphorically, to come to the point of having to choose an option – She faced a **fork in the road** about her choice of friends.
	Where and When Is the Fun? (prices, numbers) Could you tell me how to get to the ___? Where is the_____? What time is the _____? Go past… Go across… Take the next right turn Go right, not left. The bank is next to the …	**burning a hole in one`s pocket** – to stimulate someone to spend money quickly – The money was **burning a hole in the boy's pocket** so he decided to go to the music store. **dirt cheap** – extremely inexpensive – The jacket was **dirt-cheap** so she felt she had to buy it.

	U turn, Across the street, In front of, Inside, Outside, Beside, Behind, Between, Over, Under, Early (morning, afternoon, evening), Late (morning, afternoon, evening), Mid (morning, afternoon, evening), During, Before, After *Fun-Free and Otherwise* Free, Freebies, Free time, Leisure, Shopping, 1-100, Percent/percentage, Discount, Special, Mark-down, Half price, Dollar, Cents, Half, Quarter, Cost, Price, Bill, Sticker price, Tab, Credit, Tip **Phonology** – long /ow/ and short /ɔ/ – long/u/ and short /ʊ/ – interdental consonants /θ/ and /ð/ – post-alveolar consonants /ʃ/ and /ʒ /	<u>Proverbs/Quotes</u> – Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it. ~**Johann Wolfgang von Goethe** – Your time is limited, so don't waste it living someone else's life. ~**Steve Jobs** – When you leave a beautiful place, you carry it with you wherever you go. ~**Alexandra Stoddard** – Start where you are. Use what you have. Do what you can. ~**Arthur Ashe** – Even though you are growing up, you should never stop having fun. ~**Nina Dobrev** – Ask and it will be given to you; search, and you will find; knock and the door will be opened for you. ~**Jesus**

| 7th   Term 2 |
| CEFR Band: A1.1 |

Assessment Strategies	Suggested Mediation Strategies
	## Pre-teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g., predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. ## Oral and Written Comprehension
Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner… **L.1.** follows instructions and short simple directions. (e.g., on the second floor, near the bus stop, third door on the left). **L.2.** recognizes basic phrases that denote position (under, over, beside).	**Listening to speak/write** **Infering instructions and short simple directions, basic phrases, simple information possibly with accompanying gestures,familiar words, names, numbers in prices and times, sound of most letters, details, sequence of events, differences, similarities, causes and effects situations, participants and goals using real world knowledge.** *Planning: Pre-listening* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information for general understanding of the audio/video. *Monitoring: Listening for the first time* – **Following**

L.3. recognizes simple information about places, if the speaker speaks slowly and clearly, possibly with accompanying gestures. **L.4.** recognizes familiar words, names, numbers in prices and times, previously learned when heard in a short, simple recording delivered at a slow pace. **L.5.** identifies the sound of most letters heard in context. **L.6.** identifies details, sequence of events, differences, similarities, causes and effects in short conversations. **L.7.** makes predictions by using prior knowledge and contextual clues. **L.8.** recognizes everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. **L.9**. interprets basic information from a variety of sources of topics related to fun favorites,fun places	o Instructions and short simple directions by using visuals suchas as ads, maps, signs. − **Identifying** 　　o identifies the sound of most letters heard in context by e.g. working handouts with multiple-choice items and drilling tasks. 　　o identifies details, sequence of events, differences, similarities, causes and effects by using visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations. *Pair/Group feedback* − for comparing what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding. *Listening for the second time* − **Recognizing** 　　o basic phrases that denote position (under, over, beside).by reacting or writing in a list or raising they hand when they hear them. 　　o simple information about places by taking notes using key vocabulary and completing a graphic organizer supported by a word bank. 　　o familiar words, names, numbers in prices and times , by using a picture dictionary. 　　o everyday expressions dealing with simple and concrete familiar topics by using a formulaic expressions bank to fill out forms. − **Making** 　　o Predictions by using contextual clues − **Interpreting** 　　o basic information by answering to literal questions or reacting to them using verbal and nonverbal cues. − **Infering** 　　o situations, participants and goals by sequencing a series of pictures from information presented in read-aloud, presentations, and conversations. *Post-listening*

around town, locations and times, and free activities for fun. **L.10.** infers situations, participants and goals using real world knowledge.	– for reacting to the content of the text or for focusing on features/ language forms ***and self/ co-assessment.***

Using technically designed instruments such as self-reflection with journals, and with the guidance of the teacher, the learner…
 	
R.1. identifies brief, simple classroom instructions.
 	
R.2. recognizes some expressions and straightforward sentences in simple texts, if allowed to use a dictionary.
 	
R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts
.
R.4. locates important information in simple text in newspaper or magazine articles.
	Reading to write/speak
	
	Establishing and linking simple classroom instructions, expressions and straightforward sentences, English language sounds, important information, general ideas, predictions, key terminology, numbers in events and transactions.
	
	Planning: Pre-reading
	– Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information for general understanding of the text.
	Montoring: Reading for the first time
	
	– **Identifying**
	   o brief, simple classroom instructions by underlining or circling key words, pointing to, writing, drawing and matching.
	   o English language sounds by repeating, articulating, practicing and producing them consistently.
	   o the general idea, familiar names, words by using graphic organizers.
	– **Locating**

R.5. identifies the general idea, familiar names, words, very simple sentences and paragraphs in simple, short texts containing pictures when reading slowly.
 	
R.6. makes predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
 	
R.7. recognizes some key terminology from subject areas (e.g., interdisciplinary connections).
 	
R.8. reads diagrams, with accompanying text, and uses information to answer questions if given lead-in phrases.
 	
R.9. recognizes numbers adequately when performing transactions.
 	
R.10. recognizes information in short narratives with some illustrations as support and using an English dictionary.
	o important information in simple text by using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
	− **Making**
	    o predictions by using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
	
	Pair/Group feedback
	− for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.
	Reading for the second time
	− **Recognizing**
	    o some key terminology from subject areas by matching the content with illustrations.
	    o reads diagrams, with accompanying text by answering yes/no questions (heard or read) with instructional support.
	    o numbers by adequately when performing transactions e.g.in personal information forms.
	    o information in short narratives by using graphic organizers e.g. Venn's diagram, and tables that show sequence of events.
	− **Establishing**
	    o connections between events by using charts and graphic organizers
	Post-reading
	− for reacting to the content of the text or for focusing on features/ language forms *and self/ co- assessment.*

R.11. establishes connections between events from described ideas. **Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner…** **SI.1.** uses basic expressions of greeting, farewell, leave-takings and politeness (e.g. hello, goodbye, pleases, and thanks you). **SI.2.** makes introductions of self and others. **SI.3.** communicates the day, date, and time, as well as ask about those matters. **SI.4** asks and answers simple questions about different activities, directions, prices, schedules), if the other person speaks slowly and clearly. **SI.5.** expresses a lack of understanding using body language or formulaic expressions. **SI.6**.interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.	Oral and Written Production **Spoken interaction** **Interaction in conversations using basic expressions of greeting, farewell, leave-takings and politeness, introductions, simple questions and answers, clarification strategies, repeating or rephrasing ideas, expressing simple needs/ statements/ sequence of events and phone conversations.** *Planning* – Checking comprehension of tasks given by the teacher. – identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials. *Elaborating* – the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed. *Rehearsing* – the conversations individually or in small groups by using practiced dialogues and learned expressions expressions. *Interacting* – **Expressing** greetings, farewells, leave-takings by practicing a dialogue in pairs/ small groups.(e.g. hello, goodbye, pleases, and thanks you). – **Introducing** him/herself and others by using practiced dialogues and/or acting out social scenarios while choosing from a list of options (e.g., name, age, telephone number, birthplace, where s/he lives, people s/he knows, things he/she has). – **Communicating** the day, date, and time, as well as ask about those matters – **Asking and answering** simple questions about different activities, directions, prices, schedules), if the other person speaks slowly and clearly by participating in an interview using and choosing from options in an illustrated word bank or picture dictionary.asking questions when needed.

SI.7. uses common, familiar everyday expressions to meet specific practical needs in community setting, e.g. asking for assistance with maps, directions, money times, schedules, timetables.
 	
SI.8. uses simple statements related to daily/ weekend routines.
 	
SI.9. expresses a sequence of events or actions by placing them in some sort of order.
 	
SI.10. interacts in simple phone conversations.
	− **Expressing** a lack of understanding by using body language or formulaic expressions.
	− **Repeating or rephrasing** ideas by practicing drilled conversations in turn- taking small group exercises.
	− **Expressing**
	   o simple needs in the classroom asking for assistance with maps, directions, money times, schedules, timetables by using formulaic frames.
	   o with simple statements related to daily/ weekend routines by participating in an interview using sentence frames and choosing from options in an illustrated word bank., e.g. asking for assistance with unknown vocabulary or clarification.
	   o using sequence of events by matching or guessing game and choosing from options in an illustrated word bank.
	   o in phone conversations by participating in role plays, interviews, small talk and chit chat.
	Evaluating
	− Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.

Using technically designed instruments such as co and self-assessment rubrics, and with the guidance of the teacher, the learner… **SP.1.** uses simple phrases to describe familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot do, and what other people or animals can or cannot do. **SP.2.** responds to simple texts of instructions, descriptions or other	**Spoken Production** **Production of brief talks about himself/herself, descriptions of daily and weekend routines, familiar topics and recounting recent experiences and giving compliments.** *Planning and Organizing* − a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience. − the presentation by creating and outlining the content. *Rehearsing* − the presentation individually or in small groups by using practiced dialogues and learned expressions expressions. *Producing* − brief talks about himself/herself, descriptions of daily and weekend routines, familiar topics and recounting recent experiences and giving compliments in pairs /small groups.

types of information using elementary language.
 	
SP.3. expresses how they are feeling using simple, standard expressions.
 	
SP.4. provides basic information about familiar things, different activities, directions, prices, schedules.
 	
SP.5. produces some spoken texts such as role-plays, interviews, and oral presentations, recounting recent experiences and giving compliments.
 	
Using technically designed instruments such as checklists, and with the guidance of the teacher, the learner…
 	
W.1. writes straightforward information about self in short sentences or provide that information on a questionnaire and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).
 	
W.2. writes simple descriptions of everyday objects and places and
	– descriptions of daily and weekend routines to the class using simple phrases and formulaic expressions.
	– recounting recent experiences and giving compliments.
	– descriptions of daily and weekend routines to the class by using simple phrases and formulaic expressions or keeping sentence frames and changing content information.
	– descriptions of familiar topics such as likes and dislikes, a person, an object, clothes or a place, what he/she can or cannot using simple phrases by doing an oral presentation to the whole class.
	– descriptions of basic information about familiar things, different activities, directions, prices, schedules by performing role-plays, interviews, and oral presentations.
	– **Recounting** recent experiences and giving compliments by performing role-plays, interviews, and oral presentations.
	Evaluating
	– Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.
	
	Written Production
	Production of simple words and very simple sentences, simple information about himself/herself, forms and questionnaires, and messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes.
	
	Pre-writing
	– by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed.
	   o words by labelling objects, pictures or diagrams or creating a personal Pictionary organized by topic.
	   o of words and phrases (e.g. entering names, nationalities and addresses) by filling in registration forms and questionnaires or by information gap activities where students complete sentences.
	   o simple phrases and sentences by copying or writing from a sentence model.
	   o simple information about himself/herself by seeing a demonstration and participating in a shared writing.(e.g., name, age, address)
	Drafting

check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). **W.3.** writes simple information about hobbies and fun activities and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). **W.4.** describes places around town and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).	– brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes by following a model provided. *Revising* – simple words and very simple sentences, simple information about himself/herself, forms and questionnaires, and messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes with the support of a partner in a shared writing activity. *Editing* – the production independently before publishing. Integrated Project Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Research and present pros and cons on people´s local information of goods and services for making decisions in everyday situations.

<table>
<tr><td colspan="3" align="center">Level: 7th Term 3
CEFR Band: A1.2</td></tr>
<tr><td colspan="3" align="center">Scenario: Enjoying Spare Time

English language learner communicates using basic elements of the target language for instructional, socio-interpersonal, socio-transactional, and intercultural purposes within the immediate context to exchange opinions about acitivities, holidays and celebrations in different contexts and using information to move around and visit different places.</td></tr>
<tr><td>CEFR Band: A2.2

Domain(s): Socio-interpersonal and transactional</td><td colspan="2">Themes:
1. Enjoying Spare Time … In my community
2. Enjoying Spare Time … In Costa Rica
3. Enjoying Spare Time … In Latin America
4. Enjoying Spare Time … In the World</td></tr>
<tr><td colspan="3">Enduring Understanding: Celebrating events together makes relationships stronger and help people build communities and a sense of belonging.</td></tr>
<tr><td colspan="3">Essential Question: Why should we celebrate special days with others?</td></tr>
<tr><td colspan="2" align="center">Linguistic Competencies</td><td align="center">Goals
Learner can…</td></tr>
<tr><td>Oral and Written Comprehension</td><td align="center">Listening</td><td>L.1. identify the sound of most letters heard in context.

L.2. follow instructions and follow short simple directions (e.g., for catching a bus, for playing a basketball game in the gym).

L.3. recognize familiar words and very basic phrases concerning local tourism, sports, and holidays when people speak slowly, clearly and with significant pauses.

L.4. recognize the names of some sports and the accompanying equipment.

L.5. understand simple classroom instructions, when expressed slowly and clearly, possibly with accompanying gestures and pictures.

L.6. understand simple information about local tourism, sports, holidays, celebrations if the speaker speaks slowly and clearly, possibly with accompanying gestures.</td></tr>
</table>

		L.7. recognize words, names, numbers prices, and time, previously learned when heard in a short, simple recording delivered at a slow pace.
		L.8. understand the main points in short, simple stories, audio announcements, messages and reports when there is some previous understanding of the topic and when if it is told slowly and clearly.
		L.9. understand the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.
		L.10. extract important information from audio texts (e.g., announcements, sports scores, weather forecasts, attractions), when the message is delivered clearly.
		L.11. interpret basic information from a variety of sources of topics relate to local tourism, sports, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
	Reading	**R.1.** make predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. **R.2.** manipulate English language sounds using knowledge in phonics, syllabification and word parts. **R.3.** locate important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and places of residence) in newspaper or magazine articles. **R.4.** understand the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures (e.g. on signs and notices, directions, menus, maps, tourist brochures and posters, time tables, factual descriptions, short descriptions, instructions and messages on postcards) when reading slowly simple, short texts. **R.5.** recognize sequence details of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar (e.g., date, price, time) on posters, brochures, signs, and invitations. **R.6.** recognize some key terminology from subject areas (e.g., interdisciplinary connections). **R.7**. distinguish causes and effects.

		R.8. understand numbers adequately when performing transactions. **R.9.** understand short narratives with some illustrations as support and using an English-English dictionary. **R.10.** extract important information especially relating to facts, from textbooks and other age-appropriate text. **R.11.** understand the gist, main ideas and key details for drawing conclusions by using contextual clues. **R.12.** understand most of what is written in short, simple texts related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
Oral and Written Production	Spoken Interaction	**SI.1.** use common, familiar everyday expressions to meet specific practical needs such as buying in shops. **SI.2.** exchange information with others, when s/he speak slowly, clearly and is prepared to help by repeating, simplifying or reformulating information. **SI.3.** express a sequence of events or actions in some sort of order. **SI.4.** handle numbers, quantities, and qualities of things, simple directions and the concept of time and money. **SI.5.** make simple comparisons between persons, objects and daily activities. **SI.6.** interact in simple phone messages/conversations. **SI.7.** interact in short social exchanges about weather, hobbies, pets, music, sports, accept and refuse invitations. **SI.8.** discuss plans with other people, where to go, what to do, when to go.

		SP.1. name some subject-specific vocabulary terms related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
		SP.2. use simple phrases to describe familiar topics about sports, tourism, holidays in his/her community and Costa Rica.
	Spoken Production	**SP.3.** use a limited number of grammatical constructions and simple standard expressions.
		SP.4. express preferences about sports, tourism, and holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
		SP.5. describe sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
		W.1. copy facts from short, simple texts.
		W.2. complete gapped sentences using a word list of familiar words.
	Writing	**W.3**. write straightforward information in short sentences or provide information on a questionnaire.
		W.4. write within a series of sentence frames.
		W.5. write short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).
		W.6. Write short letters with the help of a dictionary and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

7th Term 3 CEFR Band: A1.2 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions	**Grammar**	**Psycho-social**
• Describing what people are doing, **sports,** touristic places and holidays in Costa Rica. • Asking for and giving information about **tourism,** telling people the time, day and/or date and for repetition and clarification. • Following and giving simple instructions and giving directions about **holidays and celebrations in Costa Rica.** • Describing celebrations in Latin America and around the world. **Discourse Markers** Hesitation (Let me see…) Asking for clarification (Can you repeat please…) See more on "Suggested Discourse Markers Section."	Simple present Simple past Present progressive Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives	– Demonstrating persistence and an open-minded attitude to new ideas and experiences. – Being aware of the importance of using strategies such as self-talk, thinking positively and reducing anxiety by improving one´s sense of competence and self-encouragement. **Sociocultural** – Willingness to cooperate, work with classmates, coaching each other, questioning, and helping for clarification. – Demonstrating a respectful inquiring attitude when contributing with ideas. Idioms **paint the town red.** – To go out and enjoy a lovely evening at different restaurants and parties. – To celebrate, we decided to go out and **paint the town red**. **cook up a storm** – to prepare a large quantity of food

	Vocabulary	– My friend **cooked up a storm** for the party.
	<u>Enjoying Spare Time …</u> *In My Community*	**best of both worlds**
	Fair, Festival, Parade, Procession, Holiday, Celebration/celebrate, Enjoy, Festivities, Dance, Party, Tradition, Dishes (food), Decoration, Honor/honoring, Remember/remembering, sports, tourism, holidays , celebrations , declare/declaring, recognize/recognizing, display, Band, Drummer, Masks, Carts	– To have all of the advantages. – Emma's job allows her to travel all over the world and save most of her salary. She has the **best of both worlds**. **in step** – to be in agreement – The entire committee was **in step** with the plans for Independence Day.
	<u>Enjoying Spare Time …</u> *In Costa Rica*	**life of the party**
	Independence, Annexation, Pilgrimage, Feast, National, Country, Culture/cultural, Icon, History/historical, Heritage, Observe/observing, Patriotism Pride, Anticipation, Reverence, Presentation, Portrayal, Role play, Folklore, Folk dance, sports, tourism, holidays , celebrations.	– The most amusing and delightful person at a party. The one who tells the best jokes and makes everyone happy. - I was so happy to see Emily there. She was the **life of the party**. **variety is the spice of life** – differences and changes make life interesting – **Variety is the spice of life** and I enjoy doing many different things.
	<u>Enjoying Spare Time …</u> *In Latin America*	**Live and let live.**
	Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, Nationalism, Ethnicity, sports, tourism, holidays , celebrations Reenactment, Demonstration, Homage	– To live without the interference from others; to not interfere in the lives of others. – Do not tell me how to run my life and I won't tell you how to run yours. Let's **live and let live.**
	<u>Enjoying Spare Time …</u> *In the World*	

| | International, Observance, Worldwide, Pervasive, Entire, Cuisine, Fashion, Norm, Commonality, Unified, Principle, Bonfire, Ceremony/ceremonial, Acknowledge, Revere, Spiritual, Religious, Multi-cultural, Diverse, Rite, sports, tourism, holidays , celebrations. | **a world of difference**
– A great amount, a wide variety
– We experienced a **world of difference** between the food of China and the food of Costa Rica. |
| | **Phonology**

– long/a/
– /æ/
– Post-alveolar consonants /tʃ/ and /dʒ/
– Palatal semi-vowels /j/ and /w/
– produce correctly –ed endings (regular verbs and adjectives) and –s endings (third person singular and regular plural nouns) | <u>Proverbs/Quotes</u>

We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. ~**Julie Bishop**

I've come to realize that even just being alive, being able to breathe, is something grand and something to be celebrated daily. ~ **Anonymous**

To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. ~**Pauline Hanson**

Patriotism is not a short and frenzied outburst of emotion but the tranquil and steady dedication of a lifetime. ~**Adlai Stevenson**

There is more power in unity than division. ~**Emanuel Cleaver**

You don't stumble upon your heritage. It's there, just waiting to be explored and shared. ~**Robbie Robertson**

Even if a unity of faith is not possible, a unity of love is. ~**Hans Urs von Balthasar** |

7th Term 3 CEFR Band: A1.2	
Assessment Strategies	**Suggested Mediation Strategies**
Using technically designed instruments such as checklists and with the guidance of the teacher, the learner… **L.1.** identifies the sound of most letters heard in context. **L.2.** follows instructions and short simple directions.	Pre-teaching **Participating** in warm-up activities, such as icebreakers e.g., evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. Oral and Written Comprehension **Listening to speak/write** **Interpretation of main points of relatively long discussions, most important information in clear audio announcements, explanations of processes, instructions, colloquial classroom expressions and people´s talk on familiar topics.** *Planning: Pre-listening* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information for general understanding of the audio recordngs/video or conversations. *Monitoring: Listening for the first time* - **Identifying** the sound of most letters heard in context by manipulating them when heard.

L3. recognizes familiar words and basic phrases.	- **Following** instructions and short simple directions by completing charts
	- **Recognizing**
	    o the familiar words and basic phrases by taking notes.
	    o the names of some sports and the accompanying equipment by associating visuals to names.

L.4. recognizes the names of some sports and the accompanying equipment.	
	Pair/Group feedback
L.5. recognizes simple classroom instructions.	– for comparing what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding. - **Recognizing**
L.6. recognizes simple information about tourism, holidays and celebrations, when speaker speaks slowly and clearly.	o simple instructions about tourism, holidays and celebrations, when speaker speaks slowly and clearly, possibly with accompanying gestures and pictures by connecting to prior knowledge. o words, names, numbers prices, and time, previously learned when heard in a short, simple recording delivered at a slow pace by responding in completes sentences to questions and statements, asking question or sharing point of view..
L.7. recognizes words, names, numbers prices, and time, previously learned when heard in a short, simple recording delivered at a slow pace.	
	o familiar words and very basic phrases when people speak slowly, clearly and with significant pauses by .
	Listening for the second time
L.8. distinguishes the main points in short, simple stories, audio announcements, messages and reports when there is some previous understanding of the topic.	- **Distinguishing** o the main points in short, simple stories, audio announcements, messages and reports when there is some previous understanding of the topic and when if it is told slowly and clearly by completing sentence frame orally and/ or writing.
L.9. distinguishes the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams.	o the most important points in a straightforward talk or presentation accompanied with drawings and/or diagrams provided about some previous familiar topic to simple information by sequencing a series of pictures from information presented in read-aloud, presentations, and conversations. – **Extracting**
L.10. extracts important information from audio texts, when the message is delivered clearly.	o important information from audio texts when the message is delivered clearly, (e.g., concert announcements, sports scores, weather forecasts), when the message is delivered clearly by retelling man ideas and key information. There may be a need to repeat particular words and phrases by answering questions collaboratively by using graphic organizers.

L.11. interprets basic information from a variety of sources of topics relate to local tourism, sports, holidays and celebrations.	– **Interpreting** o basic information from a variety of sources about topics relate to local tourism, sports, and holidays by making connections to personal and real world knowledge. *Post-listening* – for reacting to the content of the text or for focusing on features/ language forms **and self/co-assessment.**

Using technically designed instruments such as graphic organizers and with the guidance of the teacher, the learner…
 	
R.1. identifies messages by making **p**redictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
 	
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts
 	
R.3. identifies important information in simple text in newspaper or magazine articles.
 	
R.4. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading slowly simple, short texts.
	Reading to write/speak
	Interpretation most of what is written in short, simple texts related to familiar topics, getting the gist, main ideas and key details, short narratives with illustrations, important information relating to facts (from textbooks, newspapers, magazines articles), predictions, cause and effect, numbers, sequence details of short articles (ads, posters, brochures, signs, and invitations), language sounds, general idea and familiar names, words and simple sentences and paragraphs with pictures.
	
	Planning: Pre-reading
	– Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks.
	Monitoring: Reading for the first time
	– **Identifying**
	   o messages by using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
	   o English language sounds by repeating and practicing consistently.
	   o important information in simple text (e.g., dates and times on posters, 'keep to the right' or 'no parking' signs, people's ages and places of residence) in newspaper brief, simple classroom signs and other clear-cut instructions by locating/underlining or circling key words, pointing to, writing, drawing and matching.
	– **Recognizing**

R.5. recognizes sequence details of short articles and ads in age-appropriate magazines on posters, brochures, signs, and invitations.	o the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures (e.g. on signs and notices, directions, menus, maps, tourist brochures and posters, time tables, factual descriptions, short descriptions, instructions and messages on postcards) when reading slowly simple, short texts by taking notes.
R.6. recognizes some key terminology from subject areas	o sequence details of short articles and ads in age-appropriate magazines (print and/or electronic) provided when the subjects are familiar (e.g., date, price, time) on posters, brochures, signs, and invitations by relating information.
R.7. distinguishes causes and effects.	o some key terminology from subject areas by making interdisciplinary connections.
	Pair/Group feedback
R.8. distinguishes numbers adequately when performing transactions	– for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning.
	Reading for the second time
R.9. distinguishes short narratives with some illustrations as support and using an English-English dictionary.	– **Distinguishing**
	o causes and effects by using graphic organizers.
	o numbers adequately when performing transactions by completing a gapped text.
	o short narratives with some illustrations as support and using an English-English dictionary by retelling the main idea using key words, phrases and sentences.
R.10. extracts important information especially relating to facts, from textbooks and other age-appropriate text.	– **Extracting**
	o important information especially relating to facts, from textbooks and other age-appropriate text by
	o the gist, main ideas and key details for drawing conclusions by using contextual clues by .
R.11. extracts the gist, main ideas and key details for drawing conclusions by using contextual clues.	– **Interpreting**
	o most of what is written in short, simple texts related to sports, tourism, holidays in Costa Rica and celebrations around the world by comparingand contrating information.
R.12. interprets most of what is written in short, simple texts related to sports, tourism, holidays and celebrations in Costa Rica, Latin America and around the world.	*Post-reading*
	– for reacting to the content of the text or for focusing on features/ language forms and ***self/co-assessment.***

Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner… **SI.1.** uses common, familiar everyday expressions to meet specific practical needs such as buying in shops. **SI.2.** exchanges information with others, when s/he speaks slowly, clearly and is prepared to help. **SI.3.** express a sequence of events or actions in some sort of order. **SI.4.** handles numbers, quantities, and qualities of things, simple directions and the concept of time and money. **SI.5.** makes simple comparisons between persons, objects and daily activities. **SI.6.** interacts in simple phone messages/conversations. **SI.7.** interacts in short social exchanges about weather, hobbies,	Oral and Written Production <hr> **Spoken Interaction** **Discussing plan with other, interacting in simple phone messages/conversations, in short social exchanges, making simple comparisons, handling numbers, quantities, and qualities of things, simple directions and the concept of time and money, expressing sequence of events, exchanging every day and familiar information.** *Planning* – Checking comprehension of tasks given by the teacher. – Identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials. *Elaborating* – the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed. *Rehearsing* – the conversations individually or in small groups by using practiced dialogues and learned expressions expressions. *Interacting* – exchanging every day and familiar information by repeating, simplifying or reformulating information when interacting in an interview. – expressing sequence of events by participating in a matching or guessing game and using sentence frames. – giving simple directions by participating in a role play. – the concept of time and money and handling numbers, quantities, and qualities of things by matching exercises using sentence frames and/or an illustrated word bank. – in simple phone messages and conversations by asking and answering very simple questions and providing basic information. – in short social exchanges, making simple comparisons by asking and giving people things and information.

pets, music, sports, accept and refuse invitations. **SI.8.** discusses plans with other people, where to go, what to do, when to go.	– discussing plans with others people, where to go, what to do, when to go by using sentences from practiced dialogues and/or acting out social scenarios while choosing from a list of options with illustrations. *Evaluating* – Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.

Using technically designed instruments such as reflective charts and with the guidance of the teacher, the learner…
 	
SP.1. names some subject-specific vocabulary terms related to sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world.
 	
SP.2. uses simple phrases to describe familiar topics about sports, tourism, holidays in his/her community and Costa Rica.
 	
SP.3. uses a limited number of grammatical constructions and simple standard expressions.
 	
SP.4. expresses preferences about sports, tourism, and holidays and celebrations his/her community, Costa Rica, Latin America and around the world.
	Spoken Production
	Production of descriptions of about sports, tourism, holidays and celebrations in the community, Costa Rica, Latin America and around the world, expressing preferences, providing basic information and using a limited number of grammatical constructions, simple phrases, simple standard expressions and naming some subject-specific vocabulary terms.
	
	Planning and Organizing
	– a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience
	– the presentation by creating and outlining of the content.
	Rehearsing
	– **Naming**
	  o some subject-specific vocabulary terms by using games in small groups.
	– **Using**
	  o simple phrases to describe familiar topics about sports, tourism, holidays in Costa Rica and celebrations around the world by practicing in small groups.
	– **Using**
	  o a limited number of grammatical constructions and simple standard expressions by using learned expressions in complete sentences.
	Producing
	– descriptions of basic information about familiar things related to sports, tourism, and holidays in Costa Rica and celebrations around the world by using simple phrases to describe familiar topics and a limited number of grammatical constructions, simple standard expressions.

SP.5 describes sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. **Using technically designed instruments such as rubrics and with the guidance of the teacher, the learner…** **W.1**. copies facts from short, simple texts. **W.2**. completes gapped sentences using a word list of familiar words. **W.3**. writes straightforward information in short sentences providing information on a questionnaire. **W.4.** writes within a series of sentence frames. **W.5**. writes short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings. **W.6**. writes short letters with the help of a dictionary.	– expressing preferences about sports, tourism, and holidays in Costa Rica and celebrations around the world by using formulaic expressions. – describing sports, tourism, and holidays in Costa Rica and celebrations around the world by using related describing words. *Evaluating* – Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved. **Written Production** **Production of short letters, postcards, messages, tweets, and notes to friends or holiday greetings with the help of a dictionary and using a series of sentence frames, straightforward information on a questionnaire, completing gapped sentences using a word list of familiar words or copying facts from short, simple texts .** *Pre-writing* – by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed – words by labelling objects, pictures or diagrams or creating a personal Pictionary organized by topic. – of words and phrases (e.g. entering names, nationalities and addresses) by filling in registration forms and questionnaires or by information gap activities where students complete sentences. – simple phrases and sentences by copying or writing from a sentence model. – simple information about himself/herself by seeing a demonstration and participating in a shared writing. *Drafting* – copying facts from simple texts by using charts. – completing gapped sentences using a word list of familiar words by practicing filling in exercises in pairs.

	– Writing straightforward information in short sentences by providing information on a questionnaire. – writing a series of sentence frames by seeing a demonstration, participating in a shared writing activity and then independently writing within a series of sentence frames. – writing short letters, postcards, messages, tweets, and notes to friends or holiday greetings with the help of a dictionary by using a series of sentence frames from a model/demonstration and then writing independently. *Revising* – The writing production of facts from simple texts, gapped sentences using a word list of familiar words, straightforward information in short sentences on a questionnaires, a series of sentence frames and short letters, postcards, messages, tweets, and notes to friends or holiday greetings with the help of a dictionary. *Editing* – the production independently before **publishing.** Integrated Project Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Research about sports, holidays and celebration, comparng 2 different contexts, using information of weather, public transportation and local tourism to move around different places and explaining the reasons of that choice and a possible social impact of it.

8th

One language sets you in a corridor for life. Two languages open every door along the way. ~Frank Smith

CEFR band: A2.2-B1.1		Level: Grade 8th	
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to do	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, themes and functions. S/he may use appropriate level discourse markers.		
Learn to know	Show level-appropriate language (words, phrases, and formulaic expressions) and topical knowledge related to domains, scenarios and themes within grammatical structures.		
Learn to be and live in community	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 school (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can understand sentences and take notes on the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. • Can note the main points of oral texts at a normal speed related to socio-interpersonal, transactional, academic and professional domains.	**CEFR STANDARDS** • Can read and comprehend longer text using high-frequency vocabulary, and predictable patterns within messages, narratives, and expository text. • Can read short stories to react to content (reading to speak/write). • Can get specific information from simple reading pieces to support listening comprehension (reading for listening).	**CEFR STANDARDS** • Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or everyday topics. • Can handle routines and familiar topics with spontaneous utterances. • Can describe their background, immediate environment, interests or activities in simple language. • Can use some simple structures accurately, but continue to systematically	**CEFR STANDARDS** • Can produce a few sentences with emerging variety in structure that is a recombination of previously learned patterns using a wider vocabulary. Sentences are listed in a linear fashion. • Can represent narrative (stories), expository (descriptions, comparisons, explanations) or transactional genres (e-mail, invitations). • Can produce short, basic paragraphs with a topic sentence and supporting

INTEGRATION OF LANGUAGE SKILLS

- Can recognize pieces of information to name, pointing to or miming (listening to speak) or complete sentences frames (listening to speak/write).
- Can recognize basic simple information to support reading comprehension (listening to read).
- Can get the gist of a dialogue in a movie trailer or video clip to retell main ideas and key points/ details (listening to speak).
- Can listen to media presentation to answer literal questions (listening to write).
- Can listen to familiar texts to convey meaning from written texts (listening to read).
- Can recognize key points in T.V programs

- Can follow simple model sentence frames and expressions, reminders or notes to write responses (reading to write).
- Can read and comprehend short texts with repetitive, predictable patterns about common events in public and vocational settings in expository (brochures, catalogs), procedural (recipes) and narrative texts (personal accounts).
- Can use their knowledge for how sentences, words and sounds work in the new language to understand new words.
- Can use knowledge of their first language as an aid to learn the new language.
- Can comprehend texts containing more varied sentence and vocabulary within expository, narrative, procedural and transactional genres.
- Can manage more complex texts in the public and vocational domains within

exhibit basic errors in verb tenses, use of prepositions, articles and pronunciation.
- Can sustain conversations related to socio-interpersonal and professional routines and domains with fluency.
- Can maintain interactions related to transactional and professional domains with hesitation, backtracking, repairing with emerging fluency while still relying on practiced language patterns or searching for vocabulary and grammar structures.
- Can ask for clarification, check for comprehension in less predictable situations.
- Can explain a problem and propose a solution.

INTEGRATION OF LANGUAGE SKILLS

- Can produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of

details within an expository, descriptive, narrative, persuasive genre (sentences start to connect with each other).

INTEGRATION OF LANGUAGE SKILLS

- Can write cards, simple messages and invitations for other to read (writing to read)
- Can write basic information and draw pictures to support oral presentations (writing to speak).
- Can write simple directions for others to follow (writing to listen).
- Can write narrative paragraphs to retell main events from a story (writing to speak).
- Can write key information/notes of film reviews during pair-share tasks for feedback (writing to listen/speak).
- Can write relevant information to support reading comprehension for drawing

radio, web-based broadcast announcements, videos, audio recordings to ask for clarification and expressing thoughts (listening to speak).
- Can interpret online explanations supported by resources to convey meaning in texts (listening to read).
- Can write different text types to revise them in collaborative work before editing (writing to listen /speak).
- Can interact when comparing oral/written information (listening to speak/write).
- Can listen to different opinions in order to express arguments (listening to speak).

transactional (job applications/situations, rental forms).
- Can apply strategies before, during and after reading a text in order to more accurately comprehend longer texts (narrative, expository).

INTEGRATION OF LANGUAGE SKILLS

- Can recognize relevant information to take notes. (reading to write)
- Can distinguish between factual and fictional texts to react orally (reading to speak).
- Can read graphical texts to support prior listening input and clarification (reading to listen).
- Can read texts on familiar to start, maintain, and close a conversational exchange (reading to speak/listen).
- Can read different passages to summarize information (reading to write).
- Can read familiar and unfamiliar topics for self-correction after

familiar words to choose from (reading to speak/write).
- Can interact exchanging information using sentence frames for reference (listening to speak).
- Can elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak).
- Can write familiar dialogues supported by physical or online sources to deliver presentations (writing to speak).
- Can listen to delivered presentations to ask/write clarification questions (listening to speak).
- Can read familiar passages to retell main information or details (reading to speak).
- Can interpret information by asking for clarification and confirm understanding when listening to texts (speaking to listen).
- Can exchange information supported by a written resource for completing

conclusions (writing to read/speak).
- Can complete graphic organizers to plan content and express information (writing to speak/write).

113

	listening to the oral version (reading to listen). • Can extract specific information in straightforward printed texts to share inferences (reading to write/speak). • Can interpret passages for explaining own strategies to convey meaning (reading to speak/write).	information (speaking to read/write) • Can rehearse presentations supported by notes and illustrations and peers feedback (writing to speak/listen). • Can express opinions when exchanging interactions (speaking to listen). • Can interact in long conversations with peers to report main ideas (speaking to listen/write).	

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CEFR Band: A2.2</td></tr>
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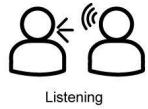
Scenario: Having a say!

English language learner communicates using developing target language for instructional, socio-interpersonal and intercultural purposes within matters of the local context to describe childhood experiences and personality types to know each other´s background for mutual understanding and to communicate about health conditions to deal with immediate needs in different places.

CEFR Band: A2.2.	**Themes:**
	1. When I Was Young
	2. When I Was Learning
Domain(s): Socio-interpersonal	3. Be Careful! Accidents Happen!
	4. When I Was Having Fun

Enduring Understanding: Past experiences help to shape people´s life knowledge, beliefs and identities.

Essential Question: How do past experiences make us who we are?

Linguistic Competencies		**Goals**
		Learner can…
Oral and Written Comprehension	 Listening	**L.1**. understand enough to manage simple, routine exchanges without too much effort. **L.2.** identify familiar topic of discussion when it is conducted slowly and clearly. **L.3**.understand phrases and expressions related to meeting concrete needs in everyday life like following simple requests and suggestions. **L.4.** understand clear, standard speech on familiar matters (e.g., early memories, different learning styles, incidents, lifestyles and healthy habits), although s/he might have to ask for repetition or reformulation. **L.5.** recognize specific details and styles, incidents, lifestyles and healthy habits.

		L.6. compare and contrast information.
		L.7. draw conclusions from and interprets information from routine exchanges, short descriptions and narratives, anecdotes, the main points of view in short conversations in recorded passages with information of topics such as childhood memories, different learning past experiences.
		L.8. infer situations or information based on audios/videos' input using real world knowledge.
	Reading	**R.1.** understand sequence details, main idea and the gist of short simple texts in print and/or electronic articles and ads in age-appropriate magazines on familiar topics (e.g., date, price, time on posters, brochures, forms, signs, and invitations).
		R.2. understand short, simple personal letters and texts such as advertisements, leaflets, descriptions, messages, notes, reminders, simple instruction, signs, and notices in school and public places.
		R.3. recognize previously encountered parts of words, prefixes, and suffixes.
		R.4. make predictions using prior knowledge, contextual and typographical/picture clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
		R.5. compare and contrast information.
		R.6. distinguish relevant section of textbook or other information source supported by some illustrations and the use of a bilingual dictionary if needed.
		R.7. manipulate English language sounds using knowledge in phonics, syllabification and word parts
		R.8. extract important and specific information especially relating to facts on books and other age-appropriate texts (e.g., dates and times on posters, people's ages and places of residence) in newspaper or magazine articles).
Oral and Written Production		**SI.1**. interact in very short social exchanges even though s/he can't usually understand enough to keep the conversation going and s/he may need others to repeat, rephrase, and speak slowly.

		SI.2. interact in routine tasks requiring simple and direct exchange of information about own life, dreams, asking for assistance with vocabulary and clarification of task. **SI.3.** answer simple questions using individual words, expressions, or short sentences about childhood experiences and healthy habits. **SI.4.** ask for and give opinions, agree and disagree in a simple way about topics such as personal experiences, lifestyle and healthy habits. **SI.5.** interact in short telephone conversations with someone known in order to exchange e.g., news, tell about experiences, accidents, healthy habits, using learned phrases, questions, and responses. **SI.6**. provide basic information about experiences, events, entertainment, (e.g. books, leisure activities, sports, movies and TV), lifestyles and healthy habits. **SI.7.** describe past events, dreams, hopes, ambitions and study experiences. **SI.8.** describe personality, emotions, feelings and inquire as to how others feel**.**
	Spoken Interaction	
		SP.1. talk about familiar experiences and past events, places, using simple vocabulary and language constructions. **SP.2.** describe, in simple terms sentences, his/her own past experiences, events, lifestyles and healthy habits using a series of phrases. **SP.3.** describe places, routines, plans, arrangements, past activities, last weekend or last holiday and experiences using simple vocabulary and language structures. **SP.4.** describe a past experience, special event, lifestyle and healthy habit, providing reasons for his/her opinion. **SP5.** summarize simple stories that have been expressed in a simple sequence of events.
	Spoken Production	

		W.1. fill in missing facts, names, and subject specific terms in gapped texts such as completing a questionnaire providing background information of personal skills, interests, and education and devise time line for a topic.
		W.2. tell a simple story (e.g., the best holiday ever or life in the future), write short, simple notes, short basic descriptions of events and activities, and reminders (e.g. connected messages, thanking someone for something or giving an apology or exchanging useful information with friends in e-mails or personal letters).
		W.3. describe an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, and an accident), using simple grammatical structures accurately.
	Writing	**W.4**. describe plans, arrangements, likes and dislikes, schooling, past activities and personal experiences, including concrete details such as what, where, and when.
		W.5. write straightforward text on topics familiar to him/her, using transitional words among sentence and important connecting words to indicate chronological order (e.g*., then, after, 'ater*).
		W.6. write about class work or assignment in a learning journal/reflective portfolio, when guided by a writing frame.
		W.7. write short explanations about books, music, leisure activities, sports, movies and TV programs, including concrete details such as what, where.
		W.8. write a summary sentence of a text's main points, giving details.

8th Term: 1 CEFR Band: A2.2 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions • Describing past experiences, describing people, place, things and events as learning experiences. • Giving suggestions to avoid accidents happening. • Describing habits and routines of own lifestyle and healthy habits. **Discourse Markers** Linkers: sequential-past time See more on "Suggested Discourse Markers Section."	**Grammar** - Adjectives – comparative,– use of "than" and definite article - Adverbial phrases of time, place and frequency – including word order - Adverbs of frequency - Past continuous - Past simple - Phrasal verbs – common - Possessives – use of 's - Prepositional phrases (place, time and movement - Prepositions of time: on/in/at - Present perfect - Questions - Used to + infinitive (past habits) - Wh-questions in past **Vocabulary** When I Was Young (Early Memories Events) – Recall, reflect, remind, recollect, retain, childhood, youth, young, toddler, pre-teen, teenager, young adult, pre-school, kindergarten, elementary school, high school, immature, naïve, innocent, mischievous	**Psycho-social** – Appreciating others opinions, linguistic skills and abilities – Demonstrating positive disposition to collaborate with peers and teachers – Using positive communication skills when interacting **Sociocultural** – Showing interest, tolerance and respect to peers and families backgrounds – Respecting human rights principles and inclusiveness – Using conventions for turn-taking, politeness, choice of formal and informal language and respecting opinions when addressing others or working in groups Idioms – What's up? – Take it easy.

When I Was Learning (Learning Styles…)
– Learner, visual, auditory, kinesthetic, disability, special need, tutor, advisor, gain, grasp, narrative, graphic, sound recording, receive, review, attain, cram, prepare, take courses in…, specialize in, major in, minor in

Be Careful! Accidents Happen!
– Trouble, error, casualty, disaster, hazard, mishap, setback, misadventure, misfortune, lecture, soapbox, punish, reprimand, scold, warn, accident, blame, correction, apologize, forgive, confess

When I Was Having Fun (Lifestyles and Healthy Habits)
– Work out, nutritious diet, relaxation, prayer, playtime, love, savor, enjoyable, entertaining, engaging, exciting, energy/ energetic, laughter, happiness, contentment, brain teasers, vegetarian, natural, organic, self-care

Phonology

- Central vowels /ʌ/ and /ə/
- Nasal consonants /m/, /n/ and /ŋ/
- Approximants /l/ and /ɹ/

– Catch ya later!
– Gotta go!
– What's happenin'?
– Hey
– Howdy
– Peace

dig into the past
– to reflect on the past or to bring something of the past up; sometimes in an uncomfortable manner
– She wanted to **dig into the past** every time they argued.

pick up on it
– To hear and understand in a quick manner
– He didn't **pick up on it** when she was trying to tell him she liked him.

grounded, get grounded
– A form of punishment when certain liberties are removed i.e. not being able to visit with friends for a month
– If I break my curfew, I will definitely get **grounded**.

live it up
– To make the most of life
– We were waiting for the vacation to start so that we could **live it up** for a few days.

		<u>Proverbs/Quotes</u> Memories are the key not to the past, but to the future. **– Corrie Ten Boom** Live as if you were to die tomorrow. Learn as if you were to live forever. **~Mahatma Gandhi** It is almost always the cover-up rather than the event that causes trouble. **~Ogden Nash** The greatest wealth is health. **~Virgil**

8th Term: 1 CEFR Band: A2.2	
Assessment Strategies	**Suggested Mediation Strategies**
	Pre-teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. Oral and Written Comprehension
Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner… **L.1**. identifies message enough to manage simple, routine exchanges. **L.2.** identifies familiar topic of discussion.	**Listening to speak/write** **Make inferences on situations or information based on audios/videos' input using real world knowledge from simple messages, routine exchanges, phrases and expressions, short descriptions and narratives, anecdotes, discussion (related to meet concrete needs in everyday life), standard speech on familiar matters, specific life incidents, the main points of view in short conversations about childhood memories and different learning past experiences.** *Planning:* Pre-listening – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and

L.3. recognizes phrases and expressions related to meeting concrete needs in everyday life.	strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations.

	Montoring: Listening for the first time
L.4. recognizes clear, standard speech on familiar matters.	– I**dentifying**
	o message enough to manage simple, routine exchanges without too much effort from video/radio segments by taking notes.
L.5. recognizes specifics and styles, incidents, lifestyles and healthy habits.	o familiar topic of discussion when it is conducted slowly and clearly by completing sentence frames orally and/or I writing.
	Pair/Group Feedback
	– for comparing what s/he understood and explaining her/his own strategies for conveying meaning and checking understanding by phrasing and asking questions to clarify ideas and concepts after practicing with model sentences.
L.6. compares and contrasts information.	*Listening for the second time*
	– **Recognizing**
	o phrases and expressions related to meet concrete needs in everyday life like following simple requests and suggestions by sequencing a series of pictures from information presented in read-aloud, responding to social simple recorded presentations/ conversations by rephrasing/repeating information, asking questions to clarify or confirm comprehension, and expressing thoughts.
L.7. interprets information from routine exchanges, short descriptions and narratives, anecdotes, the main points of view in short conversations in recorded passages about past experiences.	o clear, standard speech on familiar matters (e.g. early memories, different learning styles, incidents, lifestyles and healthy habits), although s/he might have to ask for repetition or reformulation by restating orally with key vocabulary accompanied by drawings and sentenced frames.
	o specifics and styles, incidents, lifestyles and healthy habits by retelling main idea.
L.8. makes inferences on situations or information based on audios/videos' input.	– **Comparing and contrasting**
	o information of familiar topics by using graphic organizers.
	– **Interpreting**
	o information from routine exchanges, short descriptions and narratives, anecdotes, the main points of view in short conversations in recorded passages with information of topics such as childhood memories, different learning past experiences by drawing conclusion in pair/group share activity.

	– **Making inferences** o on situations or information based on audios/videos' input using real world knowledge by answering literal questions and giving reasons for the answers or sharing her/his points of view/ ideas. *Post-listening* – for reacting to the content of the text or for focusing on features/ language forms *and self/ co-assessment.* **Reading to write/speak** **Interpretation of most of what is written, simple texts on familiar and topics of interest, sequence details, personal letters, main idea and the gist of short simple texts in print and/or electronic articles, ads in age-appropriate magazines, newspapers and of textbook or other information source supported by some illustrations on familiar topics**.

Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner…
 	
R.1. recognizes sequence details, main idea and the gist of short simple texts in print and/or electronic articles and ads in age-appropriate magazines on familiar topics.
 	
R.2. recognizes short, simple personal letters and texts about familiar topics.
 	
R.3. recognizes previously encountered parts of words, prefixes, and suffixes.
 	
R.4. makes predictions using prior knowledge, contextual and typographical /picture clues, titles, labels, headings, headlines,
	Planning: Pre-reading
	– Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information for general understanding of texts.
	Monitoring: Reading for the first time
	– **Recognizing**
	   o sequence details, main idea and the gist of short simple texts in print and/or electronic articles and ads in age-appropriate magazines on familiar topics (e.g., date, price, time on posters, brochures, forms, signs, and invitations) by underlining, pointing to or labeling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts.
	   o short, simple personal letters and texts such as advertisements, leaflets, descriptions, messages, notes, reminders, simple instruction, signs, and notices in school and public places by retelling the main idea/details.
	   o previously encountered parts of words, prefixes, and suffixes by underlining the roots of the words.

pictures, illustrations, visuals, key words and sequence of events.	o messages, making predictions by using prior knowledge on contextual and typographical/picture clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.
R.5. compares and contrasts information.	– **Group feedback** for comparing what s/he understood and did, explaining his/her own strategies for conveying meaning.
	Reading for the second time
R.6. distinguishes relevant section of textbook or other information source supported by some illustrations and the use of a bilingual dictionary if needed.	– **Distinguishing** o relevant section of textbook or other information source by comparing and contrasting using graphic organizers supported some illustrations and a bilingual dictionary, if needed.
	– **Extracting**
R.7. identifies English Language sounds.	o important and specific information especially relating to facts on books and other age-appropriate texts (e.g., dates and times on posters, people's ages and places of residence) in newspaper or magazine articles by following instructions to complete tasks, sequencing sentences or retelling main points.
R.8. extracts important and specific information especially relating to facts on books and other age-appropriate texts in newspaper or magazine articles.	– **Interpreting** o most of what is written, simple texts on familiar and topics of interest by answering literal questions, summarizing main information.
	Post-reading
	– for reacting to the content of the text or for focusing on features/ language forms and ***self/ co- assessment.***
Using technically designed instruments such as self-reflection with journals, and with the guidance of the teacher, the learner…	Oral and Written Production
SI.1. interacts in very short social exchanges.	**Spoken Interaction** **Description of past events, dreams, hopes, ambitions, study experiences, entertainment, personality, emotions, feeling and inquiring as to how others feel when interacting in very short social exchanges, routine tasks, answering simple questions, giving opinions, agreeing and disagreeing in short telephone conversations or face-to-face exchanges.**
SI.2. interacts in routine tasks requiring simple and direct	

exchange of information about own life, dreams.	*Planning* – Checking comprehension of tasks given by the teacher. – identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials. *Elaborating* – the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed. *Rehearsing* – the conversation and the questions with peers. *Interacting* – in very short social exchanges even though s/he can't usually understand enough to keep the conversation going and s/he may need others to repeat, rephrase, and speak slowly by using acting out short dialogue.
SI.3. answers simple questions using individual words, expressions, or short sentences about childhood experiences and healthy habits.	
SI.4. asks for and give opinions, agrees and disagrees in a simple way about topics such as personal experiences, lifestyle and healthy habits.	– in routine tasks requiring simple and direct exchange of information about own life, dreams, asking for assistance with vocabulary and clarification of task by using key words/ phrases and expressions spontaneously. – answering simple questions using individual words, expressions, or short sentences about childhood experiences and healthy habits, likes, make and accept apologies) by choosing appropriate sentence frames.
SI.5. interacts in short telephone conversations with someone known in order to exchange e.g. news, tell about experiences, accidents, healthy habits, using learned phrases, questions, and responses.	– asking for and giving opinions, agreeing and disagreeing in a simple way about topics such as personal experiences, lifestyle and healthy habits by participating in role plying tasks. – in short telephone conversations with someone known in order to exchange e.g. news, tell about experiences, accidents, healthy habits, using learned phrases, questions, and responses by practicing telephone conversations using cell phones and social networks.
SI.6. provides basic information about past experiences, entertainment, lifestyle and healthy habits.	
SI.7. describes past events, dreams, hopes, ambitions and study experiences.	– providing basic information about past experiences, entertainment (e.g., books, leisure activities, sports, movies and TV), lifestyle, and healthy habits by using previously learned structures. – describing past events, dreams, hopes, ambitions and study experiences by retelling and event or asking for information for clarification. – describing personality, emotions, feelings and inquiring as to how others feel by performing interviews.

SI.8 describes personality, emotions, and feelings and inquires as to how others feel.	*Evaluating* – Promoting reflective processeson what was accomplished, strategies used outcomes and what needs to be improved.
Using technically designed instruments such as think-alouds, and with the guidance of the teacher, the learner… **SP.1.** talks about familiar experiences and past events, places, using simple vocabulary and language constructions. **SP.2.** describes, in simple terms sentences, his/her own past experiences, events, lifestyles and healthy habits using a series of phrases. **SP.3.** describes places, routines, plans, arrangements, past activities, last weekend or last holiday and experiences using simple vocabulary and language structures. **SP.4.** describes a past experience, special event, lifestyle and healthy habit, providing reasons for his/her opinion.	**Spoken Production** **Summary of simple stories, describing and providing reasons for opinions and sequence of routine plans about past familiar experiences, special events, lifestyles and healthy habits.** *Planning and Organizing* – a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience. – the presentation by creating and outlining the content. *Rehearsing* – the presentation with peers. *Producing* – Talking about familiar experiences and past events, places, using simple vocabulary and language constructions by asking and responding to peers in small groups. – Describing in simple terms sentences, his/her own past experiences, events, lifestyles and healthy habits using a series of phrases by using sentences prepared in advance. – Talking about places, routines, plans, arrangements, past activities, last weekend or last holiday and experiences using simple vocabulary and language structures. – Talking about past experiences, special events, lifestyle and healthy habits, providing reasons for his/her opinion by expressing supporting details and examples. – Summarizing simple stories that have been expressed in a simple sequence of past events *Evaluating*

SP.5. summarizes simple stories that have been expressed in a simple sequence of past events.	– Promoting reflective processeson what was accomplished, strategies used outcomes and what needs to be improved.
Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner…	**Written Production**
	Production of summary sentences of a text's main points with details, short explanations (about books, music, leisure activities, sports, movies and TV programs), learning journal/reflective portfolio text on familiar topics, description of plans, arrangements, likes and dislikes, past activities and personal experiences, an aspect of daily life, an event, telling a simple story and filling in missing fact.
W.1. fills in missing facts, names, and subject specific terms in gapped texts.	*Pre-writing*
	– by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed
	Drafting
W.2. writes, telling a simple story (e.g., the best holiday ever or life in the future write short), simple notes, short basic descriptions of events and activities, and reminders.	– writing complete sentences within a series of sentence frames, by brainstorming/outlining some information, seeing a demonstration including connecting words and filling in missing facts, names, and subject specific terms in gapped texts (e.g. completing a questionnaire providing background information of personal skills, interests, and education also creating a time line for a topic).
	Revising
W.3. describes an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident), using simple grammatical structures accurately.	– the sentences, the use of connectors and grammar conventions with the support of a partner in a shared writing activity.
	Editing
	– writing a short and simple story (e.g., telling about the best holiday ever or life in the future), simple notes, short basic descriptions of events and activities, and reminders (e.g. connected messages: thanking someone for something or giving an apology or exchanging useful information with friends in e-mails or personal letters).
W.4. describes plans, arrangements, likes and dislikes,	

schooling, past activities and personal experiences, including concrete details such as what, where, and when. **W.5.** writes straightforward text on topics familiar to him/her, using transitional words among sentence and important connecting words to indicate chronological order. **W.6.** writes about class work or school assignment in a learning journal/reflective portfolio, when guided by a writing frame. **W.7**. writes short explanations about books, music, leisure activities, sports, movies and TV programs, including concrete details such as what, where. **W.8.** writes a summary sentence of a text's main points, giving details.	– describing an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident), using simple grammatical structures accurately. – describing plans, arrangements, likes and dislikes, schooling, past activities and personal experiences, including concrete details such as what, where, and when. – writing straightforward text on topics familiar to him/her, using transitional words among sentence and important connecting words to indicate chronological order (e.g., 'then', 'after', 'later'). – writing about class work or assignment in a learning journal/reflective portfolio, when guided by a writing frame. – writing short explanations about books, music, leisure activities, sports, movies and TV programs, including concrete details such as what, where. – writing a summary sentence of a text's main points, giving details independently, before publishing. **Integrated Project** Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – creative storybook (physical or digital) for building class understanding. – a survey of school/community identifying dangerous places and providing ideas/actions to bring awareness/give solutions in order to avoid accidents – writing a school/local bulletin/magazine about tips for healthy lifestyle habits

Level: 8th Term: 2 CEFR Band A2.2 - B1.1
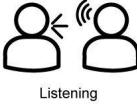
Scenario: Asking the Right Questions (Checking Things Out)

English language learner communicates using developing target language for instructional, socio-interpersonal, transactional and intercultural purposes within matters of the local context to discriminate useful information when handling budget wisely for purchasing (on site or online goods) and expressing different preferences and choices.

CEFR Band: A.2.2/B1.1 **Domain (s):** Socio-interpersonal and transactional	**Themes:** 1. What do you want? 2. What do you need? 3. Where do you get it? 4. Budget Plans vs. and Choices

Enduring Understanding: People have different wants and needs and adopt a variety of ways to satisfy them.

Essential Question: How do we make the right choices regarding wants and needs?

Linguistic Competencies		Goals Learner can…
Oral and Written Comprehension	Listening	**L.1**. identify basic phrases that denote position (under, over, beside). **L.2**. understand short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an ad, an intercom announcement at school, a news bulletin, TV commercial). **L.3**. follow verbal instructions and procedures (e.g., for using a cash dispenser, for buying goods). **L.4.** listen to other students' contributions in class, and use these responses as models for his/her own. **L.5.** follow texts in a book when it is being read aloud slowly and clearly, if the instructions are spoken clearly and slowly. **L.6.** comprehend the gist of overheard conversations.

		L.7. understand an audio advertisement or a movie trailer of a film/event in a news story when the visuals provide contextual support and generally identify changes of topic in conversation, if it is delivered clearly and concerns a topic of interest.
		L.8. understand simple technical explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment).
		L.9. get the main idea of a short text when read aloud clearly and slowly and of audiovisual or other media presentations on familiar topics, if it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).
	Reading	**R.1.** understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers provided with a limited number of abbreviations and colloquialisms.
		R.2. recognize some key terminology from subject areas (e.g., interdisciplinary connections).
		R.3. manipulate English language sounds using knowledge in phonics, syllabification and word parts.
		R.4. distinguish between factual texts or implied meanings and fictional texts on familiar topics (e.g., movie reviews, interviews).
		R.5. understand most of what is written in various lengths, as long as the words used are familiar and/or concern areas of him/her, on familiar and topics of interest.
		R.6. read charts and diagrams, with accompanying text, and use information to answer questions if given lead-in phrases.
		R.7. understand most of what occurs in a well-structured short story identifying the story's main characters and details.
		R.8. draw conclusions from the gist/main idea and key details (e.g. notices in public places leaflets, descriptions, messages, notes, reminders, very short simple texts, etc.).

		R.9. infer context that is not explicit by using background knowledge.
Oral and Written Production	Spoken Interaction	**SI.1**. ask for a word to be spelled out, spell out common names and words when asked and formulating the right questions during a conversation to make sure he/she understood. **SI.2.** ask for assistance for various things (e.g., ask for help understanding a textbook, a map, a menu) explaining vocabulary. **SI.3**. interact ordering foods and drinks, shopping, using banks and shops. **SI.4.** exchange news, discuss plans and arrange to meet with someone. **SI.5**. ask for and give opinions, agree and disagree in a simple way about topics in a conversation. **SI.6**. ask for basic information (e.g., how to get somewhere and offer simple explanations to others), give and follow directions using a map when going shopping, or using different means of transportation (e.g. train, bus, taxis, horse, bicycle, boat) and buying tickets. **SI.7.** describe personality and emotions. **SI.8.** express necessities about buying school supplies, foods, other services, budget and choices.
	Spoken Production	**SP.1**. offer an opinion about a story, play, or poem s/he has read or heard in class. **SP.2**. state his/her willingness to do or purchase something. **SP.3.** describe his/her goals and intentions about wants, needs and plans using budget and making choices to buy things. **SP.4**. describe what is occurring in a film or book, and indicating his/her personal opinion. **SP5.** retell a simple story s/he has read or heard in class.

		SP.6. explain his/her point of view, ideas, and plans, briefly.
	Writing	**W.1**. write his/her own diary or journal about what s/he has learned, how s/he has learned it, and giving his/her personal reaction. **W.2.** exchange useful information with friends in emails, simple letter or thank-you note. **W.3.** describe an everyday event on topics with which s/he is familiar with, using linking words (such as 'and', 'but', 'because', 'then', 'after', 'later'), simple correctly grammatical structured sentences, connected to each other, spelling and basic punctuation well enough to be understood most of the time, including concrete details. **W.4.** write a simple story about school supplies and food wants, wise shopping needs, shopping services and budget plans and choices. **W.5.** write simple, short descriptions or explanations of personal experiences without using an aid, such as an English dictionary and using complete sentences that are coherent, and well-written. **W.6.** write a report on an important personal experience related to food wants, wise shopping needs, shopping services and budget plans and choices. **W.7**. write short explanations about books/movies, giving personal reactions to a piece of age-appropriate literature. **W.8.** summarize simple text dealing with familiar topics.

8th Term: 2 A.2.2-B1.1 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functional • Expressing obligation and necessity. • Describing places and things for good and services. • Making and responding to offers and suggestions for shopping wisely. • Making comparisons and expressing degrees of difference over budget plans and choices. **Discourse Markers** -Connecting words expressing cause and effect, contrast etc. -Linkers: sequential past time See more on "Suggested Discourse Markers Section."	**Grammar** - Adjectives – superlative – use of definite article - Adverbial phrases of time, place and frequency – including word order - Countable and uncountable: much/many - Future time (will and gong to) - Gerunds - Imperatives - Modals – can/could - Modals – have to - Modals – should - Phrasal verbs – common - Possessives – use of 's - Prepositional phrases (place, time and movement - Prepositions of time: on/in/at - Present continuous for future - Questions - Verb + ing/infinitive: like/want-would like - Zero and 1st conditional **Vocabulary**	**Psycho-social** - Willingness to relativize one´s own value system about wants and needs. - Using positive communication skills when interacting. - Being aware of self-monitoring about own reactions toward different opinions, beliefs, needs. - Appreciating others opinions, linguistic skills and abilities. - Demonstrating positive disposition to collaborate with peers and teachers. **Sociocultural** - Showing interest towards own identity and family income. - Demonstrating social solidarity towards others living conditions and needs.

What do you Want? School Supplies and Food Desire, require, ask for, request, demand, borrow, purchase, sell, browse, order, return, several, many, few, cheap, inexpensive, expensive, costly, notebook, textbook, backpack, groceries, proteins, dairy, grains, produce What do you Need? (Wise Shopping) Necessities, requirements, staples, bargain, coupon, sale item, clearance, low season, high season, savings, excess, budget, shopping list, out-of-pocket expenses, loan, interest, debit, pay or collect interest, invest, money smart, wisdom, informed choices. Where do you get it? (Shopping Services) Supermarket, grocery store, baked goods, meat market, produce aisle, refrigerated section, flower shop, corner store, food stand, candy store, fast food, drive through, bookstore, art supplies store, department store, clothing store, auto shop bank, farmers market, fruit stand, taxi stand, bus station. Budget plans vs. and choices Cash, money, services, check (n), trade (v), barter, save, investment, (take out) a loan, debt, debt free, interest, mortgage, lend, earn, qualify (for), credit, card, debit card, ATM , advertisement, online shopping, safety, complaint, bills, receipts.	- Appreciating the importance of community helpers/local services and entrepreneurialism for living in society. Idioms **shop til you drop** - To spend the day (or a large amount of time) shopping - You have to **shop til you drop** if you want the best deals on Black Friday. To go **window-shopping** - To look but not purchase while shopping - We did a lot of **window-shopping** before we found just the right dress. **drive a hard bargain** - to bargain hard and try to make an agreement to one's advantage - The sales manager **drives a hard bargain** and it is difficult to negotiate with him. **strike a bargain**

	Phonology • Allophones of /t/ and /d/ • Glottal stop /ʔ/ • Tap/flap /ɾ/ • Diphthongs /aj/, /ɔj/ and /aw/	- To negotiate for a lower price or expectation - If the owner will **strike a bargain** with me, I am going to buy the car today Proverbs / Quotes It takes as much energy to wish as it does to plan.~ **Eleanor Roosevelt** Beware of little expenses; a small leak will sink a great ship. ~**Benjamin Franklin** Buy less. Choose well. Make it last. Quality, not quantity. ~**Vivienne Westwood** Never spend your money before you have it. ~**Thomas Jefferson**

8th Term: 2 CEFR Band: A2.2-B1.1	
Assessment Strategies	**Suggested Mediation Strategies**
            Using technically designed instruments such as checklists, and with the guidance of the teacher, the learner… **L.1**. identifies basic phrases that denote position. **L.2**. recognizes short, straightforward audio messages if	Pre-Teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. Oral and Written Comprehension **Listening to speak/write** **Comprehension of the main idea in simple technical explanations, audio advertisement or a movie trailers of a film/event, the gist of books/procedures read, verbal instructions, straightforward audio messages, basic phrases and other´s contributions.** *Planning: Pre-listening* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations. *Monitoring: Listening for the first time*

these messages are delivered slowly and clearly.
 	
L.3. recognizes verbal instructions and procedures.
 	
L.4. recognizes other learners' contributions in class.
 	
L.5. recognizes texts in a book when it is being read aloud slowly and clearly.
 	
L.6. distinguishes the gist of overheard conversations.
 	
L.7. distinguishes an audio advertisement or a movie trailer of a film/event in a news story, when the visuals provide contextual support, and when the message is delivered clearly and concerns a topic of interest.
 	
L.8. distinguishes simple technical explanations if given slowly and clearly.
 	
L.9. distinguishes the main idea of a short text when read aloud clearly and slowly and of
	- **Identifying**
	   o basic phrases that denote position (under, over, beside) by restating orally with key vocabulary accompanied by drawings and labels.
	- **Recognizing**
	   o short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., an add, an intercom announcement at school, a news bulletin, TV commercial) by taking notes to respond in complete sentences.
	   o verbal instructions and procedures) if the instructions are spoken clearly and slowly (e.g., for using a cash dispenser, for buying goods) by following a game procedure or chart.
	Pair/Group Feedback
	- for comparing what s/he understood and explaining her/his own strategies for conveying meaning and checking understanding by phrasing and asking questions to clarify ideas and concepts after practicing with model sentences.
	Listening for the second time
	- **Distinguishing**
	   o the gist of overheard conversations by asking questions and sharing one's views on facts and ideas.
	   o an audio advertisement or a movie trailer of a film/event in a news story when the visuals provide contextual support and generally identify changes of topic in conversation, if it is delivered clearly and concerns a topic of interest by completing sentence frames orally or in writing.
	   o simple technical explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to use different types of equipment) by following multiple step directions/instructions.
	   o the main idea of a short text when read aloud clearly and slowly and of audiovisual or other media presentations on familiar topics, if it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests) by responding to social conversations by rephrasing/repeating information, asking questions to clarify or confirm comprehension, and expressing one's thoughts after practicing with modeled sentence frames.
	Post-listening
	- for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.

audiovisual or other media presentations on familiar topics.	**Reading to write/speak** **Making inferences on non-explicit contexts, interpreting charts and diagrams, drawing conclusions from the gist/main idea and key details, a story's main characters and details, distinguishing between factual and fiction texts, manipulating sounds, key terminology and important information and some abbreviations.**
Using technically designed instruments such as anecdotal registries, and with the guidance of the teacher, the learner…	*Planning: Pre-reading* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the texts..

R.1. recognizes the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers provided with a limited number of abbreviations and colloquialisms.	*Monitoring: Reading for the first time*
	- **Recognizing**
	   o important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers provided with a limited number of abbreviations and colloquialisms by completing information gaps.
	   o some key terminology from subject areas (e.g., interdisciplinary connections) by matching related information.

R.2. recognizes some key terminology from subject areas (e.g., interdisciplinary connections).	- **Manipulating** o English language sounds by using knowledge in phonics, syllabification and word parts, decoding English graphemes and applying knowledge of basic syllabification rules.
R.3. manipulates English language sounds.	*Pair/Group feedback* - for comparing what s/he understood and did, explaining his/her own strategies for conveying meaning. *Reading for the second time*

R.4. distinguishes between factual texts or implied meanings and fictional texts on familiar topics (e.g., movie reviews, interviews).	- **Distinguishing**
	   o between factual texts or implied meanings and fictional texts on familiar topics (e.g., movie reviews, interviews) by making connection to text while reading.
	   o most of what is written in various lengths, as long as the words used are familiar and/or concern areas of him/her, on familiar and topics of interest by answering literal questions about the reading.

R.5. distinguishes most of what is written in various lengths, as long as the words used are familiar and/or concern areas of him/her, on familiar and topics of interest.
 	
R.6. interprets charts and diagrams, with accompanying text, and uses information to answer questions if given lead-in phrases.
 	
R.7. distinguishes most of what occurs in a well-structured short story identifying the story's main characters and details.
 	
R.8. draws conclusions from the gist/main idea and key details.
 	
R.9. infers context that is not explicit.
 	
Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner…
 	
SI.1. asks for a word to be spelled out, spells out common names
	o most of what occurs in a well-structured short story identifying the story's main characters and details by completing a graphic organizer or gapped text.
	- I**nterpreting**
	    o charts and diagrams, with accompanying text by using information to answer questions if given lead-in phrases.
	- **Drawing conclusions**
	    o from the gist/main idea and key details by using background knowledge and contextual clues (e.g. notices in public places leaflets, descriptions, messages, notes, reminders, very short simple texts) by practicing various reading strategies.
	- **Inferring**
	    o context that is not explicit by using background knowledge and reading strategies such as: identifying words used for chronological sequence, comparison/contrast, cause/effect and using relevant sentence frames.
	Post-reading
	- for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.

<div align="center">

Oral and Written Production

</div>

Spoken Interaction
Production of social interaction expressing wants and necessities, asking for and giving basic information and opinions and following directions using a map, describing emotions, agreeing and disagreeing about a topic, discussing plans and arranging to meet, ordering goods and food and asking for assistance during a conversation to make sure the message is understood.

Planning
- Checking comprehension of tasks given by the teacher.
- identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials.
Elaborating

and words when asked and formulates the right questions during a conversation to make sure s/he understood. **SI.2.** asks for assistance for various things (e.g., ask for help understanding a textbook, a map, a menu) explaining vocabulary. **SI.3.** interacts - ordering foods and drinks, shopping, using banks and shops. **SI.4.** exchanges information about news, discusses plans and arranges to meet with someone. **SI.5**. asks for and gives opinions, agrees and disagrees in a simple way about topics in a conversation. **SI.6.** asks for basic information (e.g., how to get somewhere and offers simple explanations to others) or when giving and following directions using a map. **SI.7.** describes personality and emotions.	– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed. *Rehearsing* - the conversation rehearsing the questions with peers. *Interacting* – Spelling our common names and words when asked by formulating the right questions during a conversation to make sure he/she understood. – Asking for assistance for various things (e.g., ask for help understanding a textbook, a map, a menu) explaining vocabulary by formulating questions. – Asking direct questions for ordering foods and drinks, shopping, using banks and shops. – Exchanging information about news, discussing plans and arranging to meet with someone by viewing interviews, deriving question types, practicing them in dialogues and finally preforming interviews. – Asking for and giving opinions, agreeing and disagreeing in a simple way about topics in a conversation by practicing modeled sentence frames for asking for clarification, confirmation. Practicing and performing them in dialogues. – Asking for basic information (e.g., how to get somewhere and offer simple explanations to others), giving and following directions, using a map when going shopping, and using different means of transportation (e.g. train, bus, taxis, horse, bicycle, boat) and buying tickets by performing role playing tasks and drawing attention to convey facial features, kinesics, body language, and other nonverbal cues along with verbal language when working with presentations or speeches. – Describing personality and emotions by practicing in interviews, oral presentations where learners could ask their peers about varied topics, some spontaneous questions to increase level of difficulty. – Expressing necessities about buying school supplies, foods, other services, budget and choices by acting out short dialogues prepared in advance while varying previously learned sentence frames to suit their purposes. *Evaluating* – Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.

SI.8. expresses necessities about buying school supplies, foods, other services, budget and choices.
 	
Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner…
 	
SP.1. offers an opinion about a story, play, or poem s/he has read or heard in class.
 	
SP.2. states his/her willingness to do or purchase something.
 	
SP.3. describes his/her goals and intentions about wants, needs and plans using budget and making choices to buy things.
 	
SP.4. describes what is occurring in a film or book, and indicates his/her personal opinion.
 	
SP5. retells a simple story s/he has read or heard in class.
 	
SP.6. explains his/her point of view, ideas, and plans, briefly.
	<u>**Spoken Production**</u>
	Explanation of point of views ideas, and plans, simple stories read/heard in class, describing and giving a personal opinion of a film or book and stating intentions to do or purchase (wants, needs and plans), using budget, making choices wisely and offering opinions about a story, play, or poem read/heard in class.
	
	Planning and Organizing
	− a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience
	- the presentation by creating and outlining the content.
	Rehearsing
	- the presentation with peers.
	Producing
	- opinions about a story, play, video/music clip or poem s/he has read or heard in class by expressing one's needs, justifications and plans using complete sentences modeled on previously learned sentence frames.
	- his/her willingness to do or purchase something by using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group.
	- **Describing**
	    o his/her goals and intentions about wants, needs and plans using budget and making choices to buy things by viewing sentence structures for agreeing or disagreeing, practicing and then using them spontaneously.
	    o using previously learned sentence structures for giving opinions by preparing a short comment spoken within a small or whole group.
	    o what is occurring in a film or book, and indicating his/her personal opinion by using sentence structures for agreeing or disagreeing spontaneously.
	- **Retelling** a simple story s/he has read or heard in class by practicing modeled sentence frames.
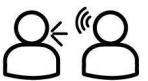
	- **Explaining** his/her point of view, ideas, and plans, briefly by presenting a short speech on familiar topic or about expanded information from a google site.
	Evaluating
	– Promoting reflective processeson what was accomplished, strategies used outcomes and what needs to be improved.
Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner… **W1**. writes his/her own diary or journal about what s/he has learned, how s/he has learned it, and giving his/her personal reaction. **W.2.** exchanges useful information with friends in emails, simple letter or thank-you note. **W.3.** describes an everyday event on topics with which s/he is familiar with, using linking words (such as 'and', 'but', 'because', 'then', 'after', 'later), simple correctly grammatical structured sentences, connected to each other, spelling and basic	**Written Production** **Production of summary sentences of a text's main points with details, short explanations (about books, music, leisure activities, sports, movies and TV programs), learning journal/reflective portfolio text on familiar topics, description of plans, arrangements, likes and dislikes, past activities and personal experiences, an aspect of daily life, an event, telling a simple story and filling in missing fact.** *Pre-writing* - by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed. *Drafting* - writing complete sentences within a series of sentence frames, by brainstorming/outlining some information, seeing a demonstration including connecting words and filling in missing facts, names, and subject specific terms in gapped texts (e.g. completing a questionnaire providing background information of personal skills, interests, and education also creating a time line for a topic). *Revising* - the sentences, the use of connectors and grammar conventions with the support of a partner in a shared writing activity. *Editing* – writing his/her own diary or journal about what s/he has learned, how s/he has learned it, and giving his/her personal reaction by making connections between reading experiences and life experiences (text-to-self) and using sentences in the positive (e.g., I agree, I think, in my opinion, I feel.) and negative (e.g., I do not agree…) sentence construction forms.

punctuation well enough to be understood most of the time. **W.4.** writes a simple story about school supplies and food wants, wise shopping needs, shopping services and budget plans and choices. **W.5.** writes simple, short descriptions or explanations of personal experiences without using an aid, such as an English dictionary and using complete sentences that are coherent, and well written. **W.6.** writes a report on an important personal experience related to food wants, wise shopping needs, shopping services and budget plans and choices. **W.7**. writes short explanations about books/movies, giving personal reactions to a piece of age-appropriate literature. **W.8.** summarizes simple text dealing with familiar topics.	– exchanging useful information with friends in emails, simple letter or thank-you note by using abbreviations, codes, icons. – describing an everyday event on topics with which s/he is familiar with, using linking words (such as 'and', 'but', 'because', 'then', 'after', 'later), simple correctly grammatical structured sentences, connected to each other, spelling, capitalization and basic punctuation well enough to be understood most of the time by including concrete details (such as what, where, and when), without needing help. – writing a simple story about school supplies and food wants, wise shopping needs, shopping services and budget plans and choices by using narrative paragraph based on real events that includes characters, plot, and setting. – writing a simple, short descriptions or explanations of personal experiences without using an aid, such as an English dictionary and using complete sentences that are coherent, and well-written by using simple (i.e., S-V, S-V-O,S-V-C, S-V-O-P) declarative sentences in a variety of writing applications following a model, practicing and finally writing independently. – writing a report on an important personal experience related to food wants, wise shopping needs, shopping services and budget plans and choices by following a model, practicing and finally writing independently. – writing short explanations about books/movies, giving personal reactions to a piece of age-appropriate literature by using free writing with background music (suggestopedia). – writing a summary of a simple text dealing with familiar topics by using sentence of a text's main points, giving details, using various subjects (e.g., common nouns and proper nouns pronouns) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) based on previously learned sentence frames in a variety of writing applications before publishing. Integrated Project Participating to negotiate, thinking for planning, acting out for completing the projec and responding and sharing: - Present an argument with visuals to support on a particular thing the school needs and how money can be raised to support its purchase - Survey all English classes on what they want to do after they learn English and present findings via video interviews or in a visual summary with anecdotes - Prepare and present a budget and the rationale for the purchase of a current "want".

Level: 8th Term: 3 CEFR Band: B1.1
Scenario: Moving On English language learner communicates using developing target language for instructional, socio-interpersonal, academic and intercultural purposes within matters of the local and global context to grasp educational features for establishing personal life project goals for the near future.

CEFR Band: B1.1 **Domain (s):** Socio-interpersonal and academic	**Themes:** 1. Dreams & Aspirations 2. Good & Bad Decisions 3. Role Models & Heroes 4. Successes & Failures

Enduring Understanding: What people want, where they have been and who they know help them determine next steps, make choices and achieve goals in life.
Essential Question: What may determine our future?

Linguistic Competencies		**Learner can…**
Oral and Written Comprehension	Listening	**L.1**. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. **L.2.** understand some colloquial expressions related to the classroom. **L.3.** understand instructions, delivered clearly, and at a slow pace (e.g. procedures for doing something). **L.4.** follow the main idea of audio text if the topic is familiar and the text can be replayed. **L.5.** understand teacher explanations of processes, experiences, etc. when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification. **L.6**. follow small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion. **L.7.** understand the most important information in clear audio announcements (e.g., TV/radio/internet reports) when visuals support the message and if speech is not too rapid.

		L.8. understand the main points of even a relatively long discussion if it concerns a familiar topic (dreams & aspirations, good or bad decisions, role models/heroes and recipes for success) and if the people involved use Standard English and do not speak too quickly.
	Reading	**R.1.** identify and understand the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers, provided there are a limited number of abbreviations. **R.2.** read charts, diagrams and graphs with some understanding, using information on labels, .key words and illustrations to support reading comprehension. **R.3.** examine a web site and determine its purpose. **R.4.** manipulate English language sounds using knowledge in phonics, syllabification and word parts. **R.5.** understand clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures). **R.6.** distinguish between fictional and factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas)**.** **R.7.** read textbook explanations and examples with aid of word list and/or dictionary support. **R.8.** understand interdisciplinary connections of specific words when encountered in text (e.g., life cycle). **R.9.** understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest related to dreams & aspirations, good or bad decisions, role models/heroes and recipes for success.
	Spoken Interaction	**SI.1.** participate in telephone conversations with a known audience. **SI.2.** express opinions on familiar subjects and ask for others' opinions. **SI.3.** repeat what has been said and convey this information to another. **SI.4.** sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.

Oral and Written Production		**SI.5.** offer comments and otherwise contribute in a small group situation.
		SI.6. explain to a teacher when and where s/he is experiencing difficulty.
		SI.7. ask questions to learn more about the topic and about procedures.
		SI.8. interview others if the questions have been prepared beforehand; sometimes pose a further question without having to pause very long to formulate the question.
	Spoken Production	**SP.1.** verbally indicate willingness to participate in activities.
		SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it.
		SP.3. offer an opinion of a short story, play, essay, or poem examined in class.
		SP.4. retell a simple story read /heard in class (e.g., role models and heroes).
		SP.5. briefly explain and justify points of view, assumptions, and plans.
		SP.6. describe personal goals, dreams, aspirations and intentions, good or bad decisions.
	Writing	**W.1.** describe everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.
		W.2. describe an event using simple, coherent, and well-written sentences.
		W.3. write a report on an important personal experience (e.g., good or bad decisions, moving to a new home, joining a sports team).
		W.4. spell and show basic punctuation accurately enough to be followed most of the time.
		W.5. express what has been learned, how it has been learned, and learning goals for the future, role models/heroes and recipes for success.
		W.6. check written summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).

		W.7. summarize simple text dealing with familiar subjects.
		W.8. use a writing frame to write short, simple descriptions or explanations.
		W.9. write simple, short descriptions of personal experiences, dreams, aspirations, without using an aid, such as a dictionary.

8th Term 3 CEFR Band: A.2.2/B1.1 General and Specific competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions • Describing dreams, and aspirations, feelings and emotions related • Expressing opinions, language of agreeing and disagreeing • Describing role models and heroes • Talking about future plans or intentions • Initiating and closing a conversation • Managing interaction (interrupting, changing topic, resuming or continuing) **Discourse Markers** -Connecting words expressing cause and effect, contrast etc.	**Grammar** - Adverbs - Broader range of intensifiers such as: too, enough - Comparatives and superlative - Connecting words expressing cause and effect, contrast, etc. - Future continuous - Modals-must/can deduction - Modals-might, may, will, probably - Modals must/have to - Past continuous - Past perfect - Past simple - Past tense responses - Present perfect continuous - Present perfect/past simple - Wh-questions in the past - Will and going to, for prediction **Vocabulary** Dreams & Aspirations Want, aspire to (be), dream (of), pursue, long for, struggle, wish, crave, strive for, drive, passion, ambition, dream job, vision, plan, mentor, mentee, accountability, professionally, personally, academically	**Psycho-social** – Expresses willingness to contribute to the group work – Demonstrates self-monitoring on using coherent facial and gestures to convey meaning – Uses thinking and metacogntive skills as strategy for decision making – Shows openness towards new experiences, cultures, ideas **Sociocultural** – Demonstrates respect to other opinions and aspirations – Participates in collaborative work – Uses social convention (e.g. punctuality, dress, leave-taking) – Idioms have one`s **heart set on** (something) - to want something very much - The little boy has his **heart set on** getting a dog for his birthday. **weigh the pros and the cons** - To look at the good and bad points of making a decision.

-Linkers: sequential past time **See more on "Suggested Discourse Markers Section."**	<u>Good & Bad Decisions</u> Judgment, conscience, maturity, mature, immaturity, naïve, wise, foolish, wisdom, determine, decide, resolve, resign (to), outcome, result, ruling, preference, chance, moment, opportunity, regret, lament. <u>Role Models & Heroes</u> Hero, heroine, example, ideal/idealize, idol/ idolize, epitome, star, shining example, predecessor, influence(n/v), role model, imitate, copy, consider, impact, impress, follow(v), model(v), lead(v). <u>Successes & Failures (Learning Opportunities)</u> Success, failure, prosperity, accomplish/accomplishment, achieve/achievement, advance/advancement, fortune, benefit, gain, profit, progress, realize, defeat, loss, forfeit, resulting, embarrass, fall, learning opportunity, learn from.	- After **weighing the pros and cons** John thought it was best to move to New York instead of California **follow in someone's footsteps** - To pursue a similar path or profession as someone else - She is **following in the footsteps** of her father and becoming a lawyer. **better safe than sorry** - Caution is advised - He wanted to be **better safe than sorry** so he turned his paperwork in early.

Phonology

Students will be able to produce minimal pairs with the following English sounds:

/i/ and /ɪ/	/j/ and /dʒ/
/e/ and /ɛ/	/d/ and /ð/
/æ/ and /ɔ/	/t/ and /θ/
/a/ and /ɔ/	/s/ and /z/
/u/ and /ʊ/	/f/ and /v/
/ʌ/ and /a/	/k/ and /g/
/ʌ/ and /æ/	
/ʌ/ and /ɔ/	
/ʃ/ and /tʃ/	

<u>Proverbs/Quotes</u>

The journey of a thousand miles begins with a single step. -- Ancient Chinese philosopher ~**Lao Tzu**

Don't jump on the bandwagon just because everyone's doing so. -**Auliq Ice**

Parents can only give good advice or put them on the right paths but the final forming of a person's character lies in their own hands. ~**Anne Frank**

If at first you don't succeed try, try again. ~**Proverb**

8th Term 3 CEFR Band: B1.1	
Assessment Strategies	**Suggested Mediation Strategies**
	Pre-teaching

Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question.

Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals.

Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames.

Oral and Written Comprehension |
| **Using technically designed instruments for self and co-assessment such as a K-W-L- chart and with the guidance of the teacher, the learner…**

L.1. identifies when people speak at normal speed on familiar topics.

L.2. identifies some colloquial expressions related to the classroom.

L.3. recognizes instructions, delivered clearly, and at a slow pace. | **Listening to speak/write**
Interpretation of main points of relatively long discussions, most important information in clear audio announcements, explanations of processes, instructions, colloquial classroom expressions and people´s talk on familiar topics.

Planning: Pre-listening
- activating prior knowledge by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, teacher modeling, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks.
Listening for the first time
- **Identifying**
  o when people speak at normal speed on familiar topics by paying attention to key words.
  o some colloquial expressions related to the classroom by reviewing to a "quick phrase" poster. |

L.4. distinguishes the main idea of audio text if the topic is familiar and the text can be replayed. **L.5.** recognizes teacher explanations of processes, experiences, etc. when delivered slowly, supported by textbook illustrations. **L.6**. distinguishes a small group discussion between two or more native speakers. **L.7.** extracts the most important information in clear audio announcements. **L.8.** extracts the main points of even a relatively long discussion.	*Pair/Group feedback:* For comparing, what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding. – **Recognizing** o instructions, delivered clearly, and at a slow pace by confirming comprehension with peers. o teacher explanations of processes, experiences, e.g. when delivered slowly, supported by textbook illustrations and clarifying comprehension with classmates. *Listening a second time* – **Distinguishing** o the main idea of audio text if the topic is familiar and the text can be replayed by responding in complete sentences to questions and statements. o a discussion, in a small group, between two or more native speakers if that conversation is unhurried and if the student is familiar with the topic under discussion, by rephrasing, repeating information, asking questions to clarify or confirm comprehension and expressing thoughts. – **Extracting** o the most important information in clear audio announcements (e.g., TV/radio/internet reports) when visuals support the message and if speech is not too rapid by using a graphic organizer. o the main points of even a relatively long discussion retelling the main points. using key words, *Post-listening (self/co-assessment)* – **Reacting** to content or **focusing** on features/language forms. – **Interpreting** main points of even a relatively long discussion if it concerns a familiar topic (dreams & aspirations, good or bad decisions, role models/heroes and recipes for success) and if the people involved use Standard English and do not speak too quickly by expressing thoughts after practicing.
Using technically designed instruments for self and co-assessment such as a questionnaire and with the	**Reading to write/speak** **Interpretation of texts of various lengths, specific words with interdisciplinary connections, textbook explanations, fictional and factual text and simple reports, fictional and factual text and simple reports, simple instructions, language sounds, factual, web sites and important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers.** *Planning: Pre-reading*

guidance of the teacher, the learner…	– Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks.

R.1. identifies the important information in simple, clearly drafted print.	*Monitoring: Reading for the first time*
	 – I**dentifying**
	     o sound of most letters by introducing concept and terms (letter and sound) by breaking words down into syllables.
	     o the important information in simple, clearly drafted print materials such as school handouts, brochures, or newspapers, provided there are a limited number of abbreviations by bringing visuals and key words related to texts

R.2. recognizes charts, diagrams and graphs with some understanding.	

R.3. recognizes the purpose of web site information.	– **Recognizing**
	     o charts, diagrams and graphs with some understanding by using information on labels, .key words and illustrations to support reading comprehension.
	     o the purpose of a web site by checking scanning and skimming and other reading strategies.

R.4. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	o English language sounds using knowledge in phonics, syllabification and word parts sounds by decoding and manipulating them using knowledge in phonics, syllabification and word parts
R.5. distinguishes clear, simple instructions with some visual support.	*Group feedback:* for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning. *Reading for the second time* – **Distinguishing** o clear, simple instructions with some visual support (e.g., science experiment procedures, school handbook, fire evacuation measures) by following information to complete a task or sequencing pictures/sentences.
R.6. distinguishes between fictional and factual text and simple reports on familiar topics.	o between fictional and factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas) by applying reading strategies such as identifying signal words in text that indicate comparison and contrast concepts.
R.7. distinguishes textbook explanations and examples with aid of word list and/or dictionary support.	o textbook explanations and examples with aid of word list and/or dictionary support by answering literal questions about the text.(e.g. who, what, when, where, when, why, which and how).
R.8. distinguishes interdisciplinary connections of specific words when encountered in text (e.g., life cycle).	o interdisciplinary connections of specific words when encountered in text (e.g., life cycle) by making connections to text while reading.
R.9. interprets texts of various lengths as long as the words used are familiar and/or concern areas of student interest.	*Post-reading* (self/co-assessment) – **Reacting** to the content of the text or **focusing** on features/ language forms.

	– **Interpreting** texts of various lengths as long as the words used are familiar and/or concern areas of student interest related to dreams & aspirations, good or bad decisions, role models/heroes and recipes for success.
	  Oral and Written Production

Using technically designed instruments for self and co-assessment such as checklist and with the guidance of the teacher, the learner…
 	
SI.1. participates in telephone conversations with a known audience.
 	
SI.2. expresses opinions on familiar subjects and ask for others' opinions.
 	
SI.3. repeats what has been said and conveys this information to another.
 	
SI.4.sustains a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.
 	
SI.5. offers comments and otherwise contributes in a small group situation**.**
 	
SI.6. explains to the teacher when and where s/he is experiencing difficulty**.**
	Spoken Interaction
	Starting, maintaining and closing an interview, asking questions to learn more about procedures, explaining when experiencing difficulty, offering comments in a group, expressing opinions, and participating in telephone conversations.
	
	Planning
	– Checking comprehension of tasks given by the teacher.
	– identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials.
	Elaborating
	– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed.
	Organizing
	– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed.
	Rehearsing
	– by practicing the conversation, rehearsing the questions with peers.
	Interacting
	  o Participating in telephone conversations with a known audience by carrying out to completion a set of written multiple-step directions/instructions or using realia, bringing phone books, using cell phones, and looking for a guest speaker from a local call center to give tips.
	  o Expressing opinions on familiar subjects and asking for others' opinions by using appropriate sentence frames during exchanges.
	  o Repeating what has been said and conveying this information to another by retelling message.

SI.7. asks questions to learn more about the topic and about procedures. **SI.8.** interviews others if the questions have been prepared beforehand; sometimes poses a further question without having to pause very long to formulate the question.	o Sustaining a conversational exchange with a peer in the classroom when the topic is familiar by acting out short dialogues, though there may be some difficulty in understanding and being understood from time to time. o Offering comments and otherwise contribute in a small group situation by using respectful turn-taking techniques o Explaining to the teacher when and where s/he is experiencing difficulty by using previously learned sentence structures. o Asking questions to learn more about the topic and about procedures by using clarifying formulaic questions. **Interviewing** – others if the questions have been prepared beforehand, sometimes pose a further question without having to pause very long to formulate the question by viewing interviews and practicing modeled sentence frames for asking for clarification, confirmation, and finally performing the interview. *Evaluating* – Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.
Using technically designed instruments for self and co-assessment such as a descriptive scale with the guidance of the teacher, the learner… **SP.1.** indicates willingness to participate in an activity. **SP.2.** describes what is occurring in a film or book, and indicates their personal opinion about it.	**Spoken Production** **Production of descriptions of persona goals, explanation of points of view, retelling offering opinions about a story, and describing a film or book and indicating willingness to participate an activity.** *Planning and Organizing* – a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience. – the presentation by creating and outlining the content presentation. *Rehearsing* the presentation with peers *Producing* – **Indicating** o willingness to participate in an activity by using sharing opinion to the audience.

155

SP.3. offers an opinion of a short story, play, essay, or poem examined in class.
 	
SP.4. retells a simple story read /heard in class (e.g. role models and heroes).
 	
SP.5. explains justifying points of view, assumptions, and plans briefly.
 	
SP.6. describes personal goals, dreams, aspirations and intentions, good or bad decisions.
	– **Describing**
	  o what is occurring in a film or book, and indicating hers/his personal opinion about it by telling the main idea, details and personal insights about the text.
	– **Offering**
	  o an opinion of a short story, play, essay, or poem examined in class by expressing concept/key points/ details using complete sentences supported by visual elements.
	– **Retelling**
	  o a simple story read /heard in class (e.g. role models and heroes) by sharing his/her own view on facts, ideas and/or events of the story and characters with details.
	– **Explaining and justifying**
	  o points of view, assumptions, and plans briefly by using key points/vocabulary and phrases spontaneously in a short speech.
	– **Describing**
	  o personal goals, dreams, aspirations and intentions, good or bad decisions with details and supported with reading information such as notes or key words/phrases by integrating selected visual and/ or audio resources, verbal and/ or non-verbal cues (e.g., gestures, facial expressions) to convey meaning appropriate to purpose and content.
	Evaluating
	– Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.

Using technically designed instruments for self and co-assessment such as rubrics and with the guidance of the teacher, the learner… **W.1.** describes everyday places, objects, or events (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other.	**Written Production** **Production of short descriptions and reports of personal experiences, dreams, aspirations and, explanation, good or bad decisions, of an everyday event, a summary of a simple text dealing with familiar subjects, expressing about learning goals for the future, role models/heroes and recipes for success, checking grammar conventions, spelling and punctuation.** *Pre-writing* - about everyday events, a report, on an important personal experience, an explanation and a summary by understanding the task, selecting oral and visual forms and appropriate registers according to context, discourse markers, grammar and lexical conventions, punctuation, and asking for help if needed**.** *Drafting* o a description of an everyday

W.2. describes an event using simple, coherent, and well-written sentences. **W.3.** writes a report on an important personal experience (e.g., good or bad decisions, moving to a new home, joining a sports team). **W.4.** spells and shows basic punctuation accurately enough to be followed most of the time. **W.5.** expresses what has been learned, how it has been learned, and learning goals for the future, role models/heroes and recipes for success. **W.6.** checks written summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.). **W.7.** summarizes simple text dealing with familiar subjects. **W.8.** uses a writing frame to write short, simple descriptions or explanations. **W.9.** writes simple, short descriptions of personal experiences, dreams,	o a report on an important personal experience o a learned goal o something that has been learned. o a summary of simple text dealing with familiar subjects. o a simple description or explanation o short descriptions of personal experiences. *Revising* – a description of an everyday, a report on an important personal experience, a goal that has been learned, a summary of simple text dealing with familiar subjects, a simple description or explanation and a short descriptions of personal experience with the support of a partner in a shared writing activity. *Editing* o Describing an everyday place, object, or event (e.g., the mall, a guest presentation at school, a field trip) using complete sentences that are connected to each other. o an event using simple, coherent, and well-written sentences o Reporting on an important personal experience (e.g., good or bad decisions, moving to a new home, joining a sports team). o Expressing what has been learned, how it has been learned, and learning goals for the future, role models/heroes and recipes for success. o Checking spelling, basic punctuation accurately enough to be followed most of the written time and summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.). o Summarizing simple text dealing with familiar subjects. o uses a writing frame to write short, simple descriptions or explanations. o Writing simple, short descriptions of personal experiences, dreams, aspirations, without using an aid, such as a dictionary, independently before publishing.

aspirations, without using an aid, such as a dictionary.	Integrated Project Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Research based on selected passages to seek information about cultural diversity in Costa Rica e.g. indigenous region, and ethnic groups and share the work with the class. – Produce a scripted fashion show representing indigenous groups of Costa Rica or provinces. – Produce a short play with individuals taking on the roles of different cultural groups of Costa Rica. – Imagining the school as a community produce a news program with feature stories on the different cultures of the school, weather reports, restaurant reviews, etc.

9th

Learning is a treasure that will follow its owner everywhere. ~*Chinese Proverb*

CEFR Band: B1.1-B1.2		Level: 9th	
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to do	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, themes and functions. S/he may use appropriate level discourse markers.		
Learn to know	Show level appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes within grammatical structures.		
Learn to be and live in community	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 school (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can understand and take notes on the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. **INTEGRATION OF LANGUAGE SKILLS** • Can get the gist of a dialogue in a movie trailer or video clip to retell main ideas and	**CEFR STANDARDS** • Can read and comprehend short texts with repetitive, predictable patterns about common events in public and vocational settings in expository (brochures, catalogs), procedural (recipes) and narrative texts (personal accounts). • Can use their knowledge for how sentences, words and sounds work in the new language to understand new words. • Can use knowledge of their first language as an	**CEFR STANDARDS** • Can describe their background, immediate environment, interests or activities in simple language. • Can use some simple structures accurately, but continue to systematically exhibit basic errors in verb tenses, use of prepositions, articles and pronunciation.	**CEFR STANDARDS** • Can produce a few sentences with emerging variety in structure that is a recombination of previously learned patterns using a wider vocabulary. Sentences are listed in a linear fashion. • Can represent narrative (stories), expository (descriptions, comparisons, explanations) or transactional genres (e-mail, invitations). • 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,

key points/ details (listening to speak).

- Can listen to media presentation to answer literal questions (listening to write)
- Can listen to familiar texts to convey meaning from written texts (listening to read).

aid to learn the new language.

INTEGRATION OF LANGUAGE SKILLS

- Can recognize relevant information to take notes. (reading to write).
- Can distinguish between factual and fictional texts to react orally (reading to speak).
- Can read graphical texts to support prior listening input and clarification (reading to listen).

INTEGRATION OF LANGUAGE SKILLS

- Can write familiar dialogues supported by physical or online sources to deliver presentations (writing to speak).
- Can listen to delivered presentations to ask/write clarification questions (listening to speak).
- Can read familiar passages to retell main information or details (reading to speak).

speech), narrative (biography, personal travelogue) and transactional (question and answer interview) genres. Sentences connect with each other in a more cohesive manner.

- Can write double entry journals, learning logs, brief reports, letters of explanation, basic descriptions of unpredictable events, descriptions of dreams, hopes and ambitions, nonfiction books and reactions to them.

INTEGRATION OF LANGUAGE SKILLS

- Can write narrative paragraphs to retell main events from a story (writing to speak).
- Can write key information/notes of film reviews during pair-share tasks for feedback (writing to listen/speak).
- Can write relevant information to support reading comprehension for drawing conclusions (writing to read/speak).
- Can react to an oral text expressing thoughts and feelings (listening to write).
- Can write to exchange personal experiences (writing to speak).
- Can organize thoughts and opinions from group participants for writing persuasive paragraphs (listening to write).

			• Can write about online or printed controversial issues for presenting meaningful information (reading to write /speak).

Level: 9th   Term: 1
CEFR Band: B1.1

Scenario: Together…We Can

English language learner communicates *using concrete and abstract language* for socio-personal, socio-intercultural and academic purposes within unfamiliar contexts to share experiences that people go through in life with the aim of understanding their importance for personal growth to express in respectful ways opinionated ideas regarding the variety of audiovisual material to which people are exposed nowadays.

CEFR Band: B1.1 **Domain (s):** Socio-interpersonal and Academic	**Themes:** 1. Learn from Each Other 2. Support Each Other 3. Help Each Other 4. Make it Better

Enduring Understanding: To live in community requires communicating effectively and as we improve our communication skills we improve our lives.

Essential Question: How does living in community help us in our life?

Linguistic Competencies	Goal
	Learner can…
Oral and Written Comprehension Listening	**L.1.** follow small group discussion between two or more native speakers, if that conversation is unhurried and if it is related to teen life, interpersonal relationships, addictions, causes and consequences. **L.2.** understand the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid and is related to teen life, interpersonal relationships, addictions, causes and consequences. **L.3.** understand some colloquial expressions related to teen life, interpersonal relationships, addictions, causes and consequences. **L.4.** understand the main idea in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.

		L.5. get the gist of a dialogue in a movie trailer or video clip related to teen life, interpersonal relationships, addictions, causes and consequences.
		L.6. understand teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
	Reading	**R.1.** identify the sound of most letters heard in context. **R.2.** identify links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences. **R.3.** recognize details by using contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations) to support reading comprehension. **R.4.** identify problem-solution in a text related to teen life, interpersonal relationships, addictions, causes and consequences (e.g., by linking an issue to its problem source). **R.5.** distinguish between factual and fictional text. **R.6.** read charts and graphs with some understanding related to teen life, interpersonal relationships, addictions, causes and consequences. **R.7.** understand many subject specific words when encountered in text related to teen life, interpersonal relationships, addictions, causes and consequences. **R.8.** understand texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.
		SI.1. interacts in simple telephone conversations on topics related to teen life, interpersonal relationships, addictions, causes and consequences.

Oral and Written Production	Spoken Interaction	**SI.2.** interview others if the questions have been prepared beforehand and sometimes ask a further question.
		SI.3. retell what has been said related to teen life, interpersonal relationships, addictions, causes and consequences.
		SI.4. offer comments and otherwise contribute in a small group situation.
		SI.5. ask for, follow and give practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
		SI.6. explain why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.
		SI.7. make effective complaints on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
		SI.8. start, maintain, and close simple face–to-face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	Spoken Production	**SP.1.** offer and justify an opinion of a short story, play, essay, or poem examined in class.
		SP.2. narrate what is occurring in a film or book, and indicate their personal opinion about it.
		SP.3. talk in detail about feelings and experiences related to teen life, interpersonal relationships, addictions, causes and consequences.
		SP.4. describe incidents (e.g., accidents) related to teen life, interpersonal relationships, addictions, causes and consequences.
		SP.5. retell a simple story read /heard in class.

		SP.6. give arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.
	Writing	**W.1.** write a learning log. **W.2.** write a double-entry journal. **W.3.** write a very simple personal letter. **W.4.** write a brief report on an important personal experience (e.g., related to teen life, interpersonal relationships, addictions, causes and consequences). **W.5.** write descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences. **W.6.** write short descriptions of plots of books, films, and reactions to them.

9th Term: I CEFR Band: B1.1 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions • Describing experiences and events • Describing feelings and emotions • Checking understanding • Expressing opinions; language of agreeing and disagreeing • Initiating and closing conversations • Managing interaction (interrupting, changing topic, resuming or continuing) **Discourse Markers** Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time - Then, later, after that, finally. Markers to structure informal discourse - Right. , really? Well, anyway…, Oh I know, - Yes, I suppose so. See more on "Suggested Discourse Markers Section."	**Grammar** - Adverbs - Broader range of intensifiers such as too, enough - Comparative and superlative adjectives - Complex question tags - Conditionals, 2nd and 3rd - Connecting words expressing cause and effect, contrast etc. - Future continuous - Modals - must/can't deduction - Modals – might, may, will, probably - Modals – should have/might have/etc. - Modals: must/have to - Past continuous - Past perfect - Past simple - Past tense responses - Present perfect continuous - Present perfect/past simple - Reported speech (range of tenses) - Simple passive - Wh- questions in the past - Will and going to, for prediction	**Psycho-social** – Appreciating assertive comunication – Willing to collaborate andk helping others. – Value feedback and and rror correction as a learning opportunity **Sociocultural** – Valuing an open-minded communication as a strategy to future understanding – Showing empathy: putting oneself in the shoes of others' and listening to their needs – Adopting a non-judgmental attitude towards others' situations Idioms **feeling blue** – To be sad – Let's invite her to join us because I think she is **feeling blue** today. **learning by example** – Following the lead of others, applying truth to one's life observed in others

	Vocabulary Learn from Each Other (Teen Life) – Courtship, engagement, love, marriage, buddy, study-buddy, pal; relationship, trust, integrity, observe share, loyalty, constant, communication, express, accept, esteem, reflection, confidence, self-expression, self-acceptance, self-esteem, self-reflection, self-confidence, depression, secrets, emotions Support Each Other (Interpersonal Relationships) - Conversation, communicate, message, feedback, compassion respond, empathy, sympathy, verbal communication, non-verbal communication, ethics, confidential, confidentiality, passive listening, active listening, barrier, process, aggression, dominate, assertive Help Each Other (Battle Against Addictions) - Support, sober, sobriety, sponsor, rehab, recovery, tolerance, twelve-step program, relapse, overdose, addiction, blackout, dependence, co-dependence, abuse, drugs, abstinence, gambling, alcohol, food, chronic, progressive disease, enable	– He believed in **learning by example** so he surrounded himself with good friends. **sit tight** – To wait quietly and patiently often in an anxious situation – Margie called to tell us her car had broken down. We told her to **sit tight** and we would be there as soon as possible. **a shoulder to cry on** – someone to whom you can tell your problems to and then ask for sympathy and advice – Sometimes you just need a **shoulder to cry on** after a hard day. **fall off the wagon** – To lose control of oneself and engage in a compulsive behavior. – If you are serious about staying sober you should not put yourself in situations where you might give in to temptation and **fall off the wagon**. **carry the weight of the world on one's shoulders** – to appear to be dealing with all the problems in the whole world – When you carry the **weight of the world on your shoulders** you can easily become too stressed to function. **face the music**

	Make it Better (Causes and Consequences)	– To confront a difficult or unpleasant situation; to accept the unpleasant consequences of one's own actions.
	- Cause, solutions, consequence, conflict, failure, decisions, unpleasant, excuses, revive, betrayal, resurrect, stubborn, strong-willed, confrontations, close-minded, persistent, restoration, soothe, comfort, accepting, rejecting, inclusion	– Jessica's parents had always made excuses for her bad behavior. This time they did not protect her; therefore, she had to **face the music**.
	Phonology	**have a clean/clear conscience (about someone or something)**
	Break words down into syllables.	– to be free of guilt about someone or something
	– consonant clusters:	– I sleep better when I **have a clear conscience.**
	– Initial /tɹ, kɹ, gɹ, fɹ, bɹ, pɹ, dɹ//st, sk, spr, sl, sm, sn,	
	– /ʃɹ /	Proverbs/Quotes
	– / θɹ/	
	– /spɹ, spl,/	I get by with a little help from my friends.~**The Beatles**
	– Final /pts, sts, skt, sks, sts, kts, pts, kθs, ŋks/	
		A friend is one with whom you are comfortable, to whom you are loyal, through whom you are blessed, and for whom you are grateful. ~**William Arthur Ward**
		If we have no peace, it is because we have forgotten that we belong to each other. ~**Mother Teresa**
		If you can, help others; if you cannot do that at least do not harm them. ~**Dalai Lama**

		God, grant me the serenity to accept the things I cannot change, Courage to change the things I can, And wisdom to know the difference.~Serenity Prayer by **Reinhold Niebuhr**
		Life is a tapestry woven by the decisions we make. ~**Sherrilyn Kenyon**

9th Term: I CEFR Band: B1.1	
Assessment Strategies	**Suggested Mediation Strategies**

Using technically designed instruments for self- and co-assessment such as learning logs and with the guidance of the teacher, the learner…
 	
L.1. follows small group discussion between two or more native speakers, if that conversation is unhurried and
	Pre-teaching
	Participating in warm-up activities, such as icebreakers e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question.
	
	Engaging in activation of prior knowledge and schemata, eliciting information e.g., predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals.
	
	Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames.
	
	 Oral and Written Comprehension
	Listening to speak/write
	Interpretation of group discussion, sound of most letters, most important information in news broadcasts (television, radio, Internet), some colloquial expressions, the main idea in an informal conversation, the gist of a dialogue in a movie trailer or video clip and teacher explanations
	
	Planning: Pre-listening
	− Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations.
	Monitoring: Listening for the first time
	  o Audio recordings, videos or conversations of native speakers for general understanding
	  o Movie trailer or video clip
	  o News broadcasts (television, radio, Internet)

if it is related to teen life, interpersonal relationships, addictions, causes and consequences.

L.2. recognizes the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.

L.3. distinguishes some colloquial expressions related to teen life, interpersonal relationships, addictions, causes and consequences.

L.4. extracts the main idea in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.

L.5. gets the gist of a dialogue in a movie trailer or video clip related to teen life, interpersonal relationships,

Pair/Group feedback
− for comparing what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding.
Listening for the second time
  o Audio recordings, videos or conversations of native speakers – **following discussion** and works on handouts with multiple choice items and drilling tasks.
  o Dialogue in a movie trailer or video clip – **gets the gist** of dialogue and rephrases/repeats information, asking questions to clarify or confirm comprehension, and expresses one's thoughts.
  o News broadcast -- **recognizing** the most important information and reports on what he/thinks.
− **Distinguishing**
  o some colloquial expressions by completing fill in the blanks or matching exercises.
− **Extracting**
  o the main idea in an informal conversation or a presentation by using sequential information and yes/no questions
− **Interpreting**
  o teacher explanations by rephrasing/repeating information, asking questions to clarify or confirm comprehension, and expressing one's thoughts after practicing
Post-listening (self/co-assessment)
− **Reacting** to content or **focusing** on features/language forms.

addictions, causes and consequences.
 	
L.6. interprets teacher explanations about teen life, interpersonal relationships, addictions, causes and consequences, when delivered slowly, supported by textbook illustrations, and given an opportunity for clarification.
 	
Using technically designed instruments for self- and co-assessment such as rubrics and with the guidance of the teacher, the learner…
 	
R.1. identifies the sound of most letters heard in context.
 	
R.2. identifies links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences.
 	
R.3. recognizes details by using contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary,
	Reading to write/speak
	Interpretation of links and connections between events, contextual clues, problem-solution, the sound of most letters, factual and fictional texts, charts and graphs, many subject specific words when encountered in texts of various lengths.
	
	Planning: Pre-reading
	– Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations.
	Monitoring: Reading for the first time
	– **Identifying**
	  o sound of most letters by introducing concept and terms (letter and sound) by breaking words down into syllables.
	  o links and connections between events by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, texts from described events, ideas.
	Pair/Group feedback
	– for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.
	Reading for the second time
	– **Recognizing**
	  o details by using contextual clues to support reading comprehension and/or locating information for a specific purpose that is relevant, irrelevant, or missing in functional text. (e.g. visuals, titles, sub-headings, familiar vocabulary, typographical features, key words, diagrams, and illustrations).
	  o problem-solution in a text by answering literal questions about text (e.g., who, what, when, where, why, which, and how).
	– **Distinguishing**
	  o between factual and fictional text.
	  o information in charts and graphs with some understanding by answering literal questions about text.(e.g., what, when, where, which, and how).
	  o many subject specific words when encountered in text.
	– **Interpreting**

typographical features, key words, diagrams, and illustrations) to support reading comprehension.

R.4. identifies problem-solution in a text related to teen life, interpersonal relationships, addictions, causes and consequences (e.g., by linking an issue to its problem source).

R.5. distinguishes between factual and fictional text.

R.6. distinguishes information in charts and graphs with some understanding related to teen life, interpersonal relationships, addictions, causes and consequences.

R.7. distinguishes many subject specific words when encountered in text related to teen life, interpersonal relationships, addictions, causes and consequences.

R.8. interprets texts of various lengths as long as the words

o texts of various lengths by determining the main idea and supporting details in them as context cues for interpreting the meaning with greater accuracy.

Post-reading (self/ co-assessment)
- **Reacting** to the content of the text or **focusing** on features/ language forms.

Oral and Written Production

Spoken Interaction
Starting, maintaining and closing telephone, interviews, comments, detailed directions, explanations, complaints and simple face–to-face conversations.

Planning

used are related to teen life, interpersonal relationships, addictions, causes and consequences.	– Checkingcomprehension of tasks given by the teacher.
	– Identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials.
	Elaborating
	– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed.
	Rehearsing
	– by practicing the conversation, rehearsing the questions with peers
	Interacting
	– **Exchanging**
	  o simple telephone conversations by carrying out to completion a set of written multiple-step directions/instructions or using realia, bringing phone books, using cell phones, and looking for a guest speaker from a local call center to give tips.
	– **Interviewing**
	  o others according to different scenarios and prompts by using a learned expression in complete sentences.
	– **Retelling**
	  o what has been said by summarizing the main idea and supporting details in text and using context to unlock the meaning of unknown words.
	– **Offering**
	  o comments and otherwise contribute in a small group situation by using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group.
	– **Asking, Following and Giving**
	  o practical detailed directions by viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction, taking notes for sentence patterns then practicing asking and responding to peers in a small group.
	– **Explaining**
	  o why something is a problem by using spontaneous conversations, short prepared presentations and justified opinions of a variety of topics.
	Evaluating
	– Promoting reflective processeson what was accomplished, strategies used, outcomes and what needs to be improved.

Using technically designed instruments for self- and co-assessment such as rubrics and with the guidance of the teacher, the learner… **SI.1**. interacts in simple telephone conversations on topics related to teen life, interpersonal relationships, addictions, causes and consequences. **SI.2.** interviews others if the questions have been prepared beforehand and sometimes asks a further question. **SI.3.** retells what has been said related to teen life, interpersonal relationships,	

addictions, causes and consequences.
 	
SI.4. offers comments and otherwise contributes in a small group situation.
 	
SI.5. asks for, follows and gives practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.
 	
SI.6. explains why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.
 	
SI.7. makes effective complaints in topics related to teen life, interpersonal relationships, addictions, causes and consequences.
 	
SI.8. starts, maintains, and closes simple face–to–face conversation on topics related to teen life, interpersonal relationships, addictions, causes and consequences.
	Spoken Production
	Description of opinions, films, books, feelings, experiences, incidents, accidents, simple stories and situations.
	
	Planning and Organizing
	– a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience
	– the presentation by creating and outlining the content presentation.
	Rehearsing
	– the presentation with peers
	Production
	– **Describing**
	  o himself/herself and his/her family simply to the class considering body language.
	  o situations by using previously learned sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group.
	– **Offering**
	  o an opinion of a short story, play, essay by viewing sentence structures for agreeing or disagreeing. Practicing and then using them spontaneously.
	– **Narrating**

Using technically designed instruments for self- and co-assessment such as rubrics and with the guidance of the teacher, the learner… **SP.1.** offers an opinion of a short story, play, essay, or poem examined in class. **SP.2.** narrates what is occurring in a film or book, and indicates their personal opinion about it. **SI.3.** talks in detail about feelings and experiences related to teen life, interpersonal relationships, addictions, causes and consequences. **SP.4.** gives descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences. **SP.5.** retells a simple story read/heard in class.	o what is occurring in a film or book by using supporting details and examples in complete sentences. e.g., retelling an event, asking for information − **Talking in detail** o about feelings and experiences by asking and responding to the speaker in a prepared oral presentation using complete sentences. − **Giving** o descriptions of incidents, accidents by viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction, taking notes for sentence patterns, then practicing asking and responding to peers in a small group. − **Retelling** o a simple story read /heard by choosing the appropriate sentence frame and using it. *Evaluating* − Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.

SP.6. gives arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.
 	
Using technically designed instruments for self- and co-assessment such as checklists and with the guidance of the teacher, the learner…
 	
W.1. writes a learning log.
 	
W.2. writes a double-entry journal.
 	
W.3. writes a very simple personal letter.
 	
W.4. writes a brief report on an important personal experience.
 	
W.5. writes descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.
	Written Production
	Production of learning logs; double-entry journal; simple personal letters; brief reports; descriptions of incidents, accidents, plots.
	Pre-writing
	– learning logs; double-entry journal; simple personal letters; brief reports; descriptions of incidents, accidents, plots by understanding the task, selecting oral and visual forms and appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation, and asking for help if needed.
	Drafting
	  o a learning log by using a graphic organizer that involves what he/she did/ thoughts/feelings/how well or badly it went//what was learned/what he/she will do differently next time.
	  o double-entry journal by completing specific graphic organizers and sentence frames aimed at monitoring comprehension.
	  o simple personal letter by using variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner.
	  o a brief report (e.g., related to teen life, interpersonal relationships, addictions, causes and consequences), by writing a narrative paragraph based on real events that includes characters, plot, and setting.
	  o descriptions of incidents and accidents by writing a narrative paragraph based on real or imagined events that includes characters, plot, and setting.
	  o short descriptions of plots of books, films by writing a paragraph that includes a topic sentence, supporting details, and a conclusion after modeling and practice with relevant paragraph frames.
	Revising
	– learning logs; double-entry journal; simple personal letters; brief reports; descriptions of incidents, accidents, plots with the support of a partner in a shared writing activity.
	Editing
	– learning logs; double-entry journal; simple personal letters; brief reports; descriptions of incidents, accidents, plots independently before publishing.

W.6. writes short descriptions of plots of books, films, and reactions to them.	Integrated Project Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Produce a TV news segment regarding a project at school that required collaboration. – Do short reviews of English songs or music videos with portions of the video including narration of activities by learners. – Listen to presentations and offer constructive feedback for future – Creating a proposal for school director that describes an activity that would allow them to invest their time for the sake of the community.

Level: 9th Term: 2 CEFR Band: B1.1

Scenario: "Glocal" Citizens

English language learner communicates using concrete and abstract language for socio-interpersonal, intercultural and academic purposes, within unfamiliar contexts to share experiences that people go through in life with the aim of understanding their importance for personal growth; In order to use information from events related to natural resources and their conservation in social encounters to show awareness of today´s world and ways to protect it.

CEFR Band: B1.2 **Domain(s):** Socio-interpersonal/Academic.	**Themes:** 1. Our Wonderful World: Natural Phenomena 2. Our Responsibility: Environmental Concerns 3. Our Reactions: Coping with Disasters 4. Our Ecological Footprint

Enduring Understanding: Environmental integrity is a collective and individual responsibility for current and future generations.
Caring for the world is a shared esponsibility

Essential Question: What makes us environmentally responsible citizens of the world?

Linguistic Competencies		Goal Learner can …
Oral and Written Comprehension	 Listening	**L.1.** understand the main point and the important details of audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint. **L.2.** understand straightforward factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint. **L.3.** understand detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint. **L.4.** understand teacher explanations of processes, etc. when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint.

		L.5. understand the information content of the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		L.6. understand classroom talk between two or more native speakers, only sporadically needing to request clarification about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		L.7. understand classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		L.8. understand a short film on natural phenomena, environmental concerns, natural disasters and/or ecological footprint.
	Reading	**R.1.** identify the sound of most letters heard in context.
		R.2. scan through magazines, brochures, information on the Internet and identify the topic as well as whether the information contained might be of interest/application.
		R.3. read and understand straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.
		R.4. make predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.
		R.5. recognize main idea, supporting idea, new information, given information in messages, e-mails, memos, reports, letters, brochures, newspaper articles.
		R.6. find and understand general information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.
		R.7. understand texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.

		R.8. understand topical articles and reports in which the authors are presenting and defending a particular point of view about natural phenomena, environmental concerns, natural disasters and ecological footprint.
Oral and Written Production	Spoken Interaction	**SI.1.** ask for and follow detailed directions. **SI.2.** indicate that something is causing a problem and also explain why. **SI.3.** express opinions, suggestions, attitudes, advice, and feelings about natural phenomena, environmental concerns, natural disasters and ecological footprint. **SI.4.** deal with traveling situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint (e.g. in shops or a hotel, routine calls to make or cancel an order, booking, or appointment). **SI.5.** describe experiences, feelings and reactions about natural phenomena, environmental concerns, natural disasters and ecological footprint. **SI.6.** repeat a summary of a conversation to another person about natural phenomena, environmental concerns, natural disasters and ecological footprint. **SI.7.** have simple telephone conversations about natural phenomena, environmental concerns, natural disasters and ecological footprint. **SI.8.** start, maintain, and close simple face-to-face conversation about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		SP.1. explain how something is used. **SP.2.** express feelings and reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.

		SP.3. make announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	Spoken Production	**SP.4.** explain and justify opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		SP.5. describe experiences, events, hopes, ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	Writing	**W.1.** take notes (or make other types of representations) when listening.
		W.2. write simple connected text about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.3. list the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.4. describe objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.
		W.5. write personal letters describing experiences, dreams, hopes, ambitions, impressions, giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.6. write brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint.
		W.7. write about the plot of a book or film and describe his/her reaction.
		W.8. write descriptions including specific details of situations such as natural disasters.
		W.9. reply in writing to an advertisement and ask for more information.

Level: 9th Term: 2 CEFR Band: B1.1 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
Functions Describing experiences and events Describing feelings and emotions Checking understanding Expressing opinions; language of agreeing and disagreeing Initiating and closing conversations Managing interaction (interrupting, changing topic, resuming or continuing) **Discourse Markers** Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time Then, later, after that, finally. Markers to structure informal discourse Right. , really? Well, anyway…, Oh I know, Yes, I suppose so. See more on "Suggested Discourse Markers Section."	**Grammar** Adverbs Broader range of intensifiers such as too, enough Comparative and superlative adjectives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/can't, deduction Modals – might, may, will, probably Modals – should have/might have/etc. Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past will and going to, for prediction	**Psycho-social** Willingness to put into practice sustainable practices Analyze, think in a critical and creative way, make decisions Find creative solutions and show initiative Allow others to express themselves and to decode their emotions **Sociocultural** Practicing a responsible consumption of goods Valuing collaborative team work Taking sustainable actions in protecting the environment Giving and receiving constructive feedback Idioms **bird's-eye view** A broad view or overview of something or someplace. The outline will give you a **bird's-eye view** of my new book. **have a whale of a time** to have an exciting and interesting time

	Vocabulary	We had a **whale of a time** at the party last night.
	Our Wonderful World: Natural Phenomena	**see eye to eye**
	world, nature, phenomena, sunrise, sunset, cloud, rainbow, constellation, migration, solar eclipse, lunar eclipse, meteor shower, volcano, lava, mountain range, ocean, river, lake, waterfall, pond, current, wave	To agree All countries need to **see eye to eye** if we are going to tackle the problem of global warming.
	Our Responsibility: Environmental Concerns	**without question** absolutely, certainly **Without question**, we must act responsibly regarding the earth's resources.
	responsibility, environment, environmental, concern, global, global warming, local, pollution, health, waste, overpopulation, deforestation, consumerism, oil spill, toxic smog, ozone layer, trash, energy	**wear and tear** damage that is the result of ordinary use -We put a lot of **wear and tear** on the earth simply living day to day.
	Our Reactions: Coping with Disasters	**when the chips are down**
	earthquake, flood, hurricane, wildfire, tornado, mudslide, tsunami, cyclone, electrical storm, epidemic, perseverance, determination, human spirit, restoration, unity, grief , denial, anger, rebuild	When the situation is critical when things are going badly. The Red Cross is first to arrive on scene of many disasters. You can always count on them to help **when the chips are down**.
	Our Ecological Footprint	**wait for the other shoe to drop**
	ecology, biology, organism, ecological, carbon, carbon footprint, carbon emissions, crop land, pasture, forests,	to wait for something bad to happen after other bad things have occurred After the flooding and then the mudslide, we were **waiting for the other shoe to drop** and more trouble to come.

	sustain, sustainable development, exceed, regenerate, lifestyle, humanity, consume resources, produce waste, ecosystems, improve **Phonology** Phonetic processes: Blending Reductions Deletion Assimilation Weakening Linking	**ivory tower** An isolated environment where one is out of touch with everyday reality; a place of retreat where one concentrates on intellectual rather than everyday matters. Many people are stuck in their **ivory towers** and do not see the impact their consumption has on the environment. **work on (someone)** to have an effect on someone, to try to influence someone I am **working on** my boss to get her to start a recycling program. Proverbs / Quotes Look deep into nature and then you will understand everything better. ~**Albert Einstein** In all things of nature there is something of the marvelous. ~ **Aristotle** The only way forward if we are going to improve the quality of the environment is to get everybody involved. ~ **Richard Rogers** The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. ~**Lady Bird Johnson**

		Bad things do happen in the world like war, natural disasters, disease. But out of those situations always arise stories of ordinary people doing extraordinary things. ~ **Daryn Kagan** While natural disasters capture headlines and national attention short-term, the work of recovery and rebuilding is long-term. **~ Sylvia Mathews Burwell** One individual cannot possibly make a difference, alone. It is individual efforts, collectively, that makes a noticeable difference—all the difference in the world! ~**Dr. Jane Goodall**

9th Term: 2 CEFR Band: B1.1	
Assessment Strategies	**Suggested Mediation Strategies**
Using technically designed instruments for self- and co-assessment such as anecdotal notes and with the guidance of the teacher, the learner… **L.1.** recognizes the main point and the important details of audio recordings about natural phenomena, environmental	Pre-teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative questiions. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. Oral and Written Comprehension **Listening to speak/write** **Interpretation of main point, the important details, straight forward factual information, detailed instructions, explanations of processes, specific information, the gist from audios, classroom talks, presentations and films.** *Planning: Pre-listening* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the audio recordngs/video or conversations *Monitoring: Listening for the first time* – **Recognizing**

concerns, natural disasters and ecological footprint.

L.2. recognizes straightforward, factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.

L.3. recognizes detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

L.4. distinguishes teacher explanations of processes, etc. when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint.

L.5. distinguishes specific information from the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.

- o the main point and the important details of audio recordings about natural phenomena, environmental concerns, natural disasters and ecological footprint by usng prior knowledge.
- o straightforward factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint by repeating the words mentally and usng imaginary.
- o detailed oral instructions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

Pair/Group feedback
- – for comparing what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding.

Listening for the second time
- – **Distinguishing**
  - o teacher explanations of processes, etc. when supported by visuals such as textbook illustrations about natural phenomena, environmental concerns, natural disasters and ecological footprint by associating visual pictures to concepts.
  - o specific information from the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint by taking notes.
- – **Extracting**
  - o the main ideas of classroom talk between two or more native speakers, only sporadically needing to request clarification about natural phenomena, environmental concerns, natural disasters and ecological footprint by asking and answering questions.
- – **Interpreting**
  - o the gist of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint by retelling main ideas/concepts and key points/details of presentations using complete sentences.
  - o information of a short film on a familiar topic by responding in complete sentences to questions and statements, by asking questions and sharing one's views on facts, ideas, and/or events.

Post-listening (self/co-assessment)
- – **Reacting** to the content of the text or **focusing** on features/ language forms.

L.6. extracts main ideas of classroom talk between two or more native speakers, only sporadically needing to request clarification about natural phenomena, environmental concerns, natural disasters and ecological footprint.	
L.7. gets the gist of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint.	
L.8. interprets information of a short film on a familiar topic.	**Reading to write-speak** **Interpretation of sounds, topics as well as whether the information contained might be of interest/application, specific information, predictions, main idea, supporting idea, new information, given information, general information in messages, e-mails, memos, announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions, reports, letters, brochures, newspaper articles topical articles and reports.**
Using technically designed instruments for self- and co-assessment such as response logs and with the guidance of the teacher, the learner…	*Planning: Pre-reading* – Activating prior knowledge by motivating and contextualizing. Stating the task goal, sharing what s/he knows about the topic, predicting what the text is about supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. Identifying information, for general understanding of the text.
R.1. identifies the sound of most letters heard in context.	*Reading, for the first time* – **Identifying** o sound of most letters by introducing concept and terms (letter and sound) by breaking words down into syllables.
R.2. identifies the topic as well as whether the information contained might be of interest/application.	

190

R.3. identifies specific information in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
 R.4. makes predictions using prior knowledge, contextual clues, titles, headings, key words and pictures.
 	
 R.5. recognizes main idea, supporting idea, new information, given information in messages, e-mails, memos, reports, letters, brochures, newspaper articles.
 	
 R.6. extracts general information in announcements schedules, labels, signs forms, applications, questionnaires, directories, manuals, directions.
 	
 R.7. recognizes texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
 R.8. interprets topical articles and reports in which the authors are presenting and defending a particular point of view about natural
	o the topic as well as whether the information contained might be of interest/application.
	 o specific information in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint, by using messages, e-mails, memos, reports, letters, brochures, newspaper articles, announcements schedules, by answering literal questions about text (e.g., who, what, when, where, why, which, and how labels, signs forms, applications, questionnaires, directories, manuals, directions
	 o contextual clues, titles, headings, key words and pictures by making predictions.
	 Pair/Group feedback
	 – for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.
	 – interest/application by scanning through magazines, brochures, information on the Internet.
	 Reading for the second time
	 – **Recognizing**
	     o main idea, supporting idea, new information, given information in messages, e-mails, memos, reports, letters, brochures, newspaper articles, filling in information-gap tool.
	     o texts that consist mainly of high frequency everyday language about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	 – **Extracting**
	 – general information by locating information for a specific purpose that is relevant, irrelevant, or missing in functional text. (e.g., illustrations, diagram, sequence, signal words).
	 – **Interpreting**
	     o topical articles and reports in which the authors are presenting and defending a particular point of view about by applying reading strategies for interpreting information and using text structure elements to aid comprehension such as: identifying words used for chronological sequence, comparison/contrast, cause/effect and using relevant sentence frames.
	 Post-reading (self/co-assessment)
	 – **Reacting** to the content of the text or **focusing** on features/ language forms.

phenomena, environmental concerns, natural disasters and ecological footprint.	Oral and Written Production

Using technically designed instruments for self- and co-assessment such as checklists and with the guidance of the teacher, the learner…
 	
SI.1. asks for and follows detailed directions.
 	
SI.2. indicates that something is causing a problem and also explains why.
 	
SI.3. expresses opinions, suggestions, attitudes and advice about natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
SI.4. deals with traveling situations affected by natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
SI.5. describes experiences, feelings and reactions about natural
	Spoken Interaction
	Interaction in detailed directions, problems, opinions, suggestions, attitudes, advice, traveling situations, experiences, feelings, reactions, summaries, telephone and simple face-to-face conversations. Starting, maintaining, and closing conversations.
	
	Planning
	– Checking comprehension of tasks given by the teacher.
	– identifying the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials.
	Elaborating
	– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed.
	Rehearsing
	– Practice the conversation, rehearsing the questions with peers.
	Interacting
	– **Asking and following**
	   o directions by practicing a modeled sentence frames for asking for clarification and confirmation. Practicing them in dialogues. Using them spontaneously during classwork.
	– **Indicating**
	   o that something is causing a problem and also explains why by using combinations of previously learned relevant sentence frames for cause and effect.
	– **Expressing**
	   o opinions, suggestions, attitudes and advice by reading or viewing a discussion and deriving sentence patterns. Practicing new language patterns for explaining, planning and justifying. Performing relevant conversational exchanges.
	– **Dealing with**
	   o traveling situations affected by natural phenomena environmental concerns, natural disasters and ecological footprint (e.g. in shops or a hotel, routine calls-to, make or cancel an order booking, or appointment), by viewing, practicing and performing sentence structures for giving justifications, making comparisons and examples and other details.
	– **Describing**

phenomena, environmental concerns, natural disasters and ecological footprint.
 	
SI.6. retells a summary of a conversation to another person about natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
SI.7. has simple telephone conversations about natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
SI.8. starts, maintains, and closes simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.
 	
Using technically designed instruments for self- and co-assessment such as rubrics and with the guidance of the teacher, the learner…
 	
SP.1. explains how something is used.
	o experiences, feelings and reactions by viewing similar scenes, analyzing them in a whole group with teacher direction, taking notes for sentence patterns. Then practicing asking and responding to peers in a small group, making comparisons, describing events.
	– **Retelling**
	  o a summary of a conversation to another person by using previously learned sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group.
	– **Exchanging**
	  o phone conversations by asking and responding to the speaker in a prepared dialogue using complete sentences.
	– **Starting, Maintaining, and Closing**
	  o simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint.
	Evaluating
	– Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.
	
	Spoken Production
	Description of how something is used, feelings, reasons, opinions, announcements, experiences, events, hopes, ambitions.
	
	Planning and Organizing
	– a presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience.
	– Explaining how something is used by using linking words for time sequence and using combinations of previously learned relevant sentence frames.
	Rehearsing
	– the description of how something is used, feelings, reasons, opinions, announcements, experiences, events, hopes, ambition with peers.
	Producing
	– **Expressing**

SP.2. expresses feelings and the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.

SP.3. makes announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.

SP.4. explains and justifies opinions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

SP.5. describes experiences, events, hopes, ambitions about natural phenomena, environmental concerns, natural disasters and ecological footprint.

Using technically designed instruments for self- and co-assessment such as rubrics and with the guidance of the teacher, the learner…

W.1. takes notes (or makes other types of representations) when listening.

o   feelings and reasons by using combinations of previously learned relevant sentence frames within small and then whole group settings (e.g., I feel upset about…; I'm sorry to tell you.)
−   **Making**
  o   announcements by using clear pronunciation and speaking at a normal speed.
−   **Explaining and justifying**
  o   opinions by using combinations of previously learned relevant sentence frames for giving opinions and justifying.
−   **Describing**
  o   experiences, events, hopes, ambitions by preparing a brief presentation prepared in advance using complete sentences based on previously learned sentence frames, including visual aids.

Evaluating
−   Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.

Written Production
Production of notes, simple connected texts, lists of advantages and disadvantages, descriptions, personal letters, brief reports, the plot of a book, and replies.

Pre-writing
−   Notes**,** simple connected texts, lists of advantages and disadvantages, descriptions, personal letters, brief reports, the plot of a book, and replies by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed.
Drafting
  o   notes by writing complete sentences using key words and phrases including parts of previously learned sentence frames.
  o   simple connected texts by using varied sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words.

W.2. writes simple connected texts about natural phenomena, environmental concerns, natural disasters and ecological footprint. **W.3.** lists the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint. **W.4.** describes objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved. **W.5.** writes personal letters describing experiences, dreams, hopes, ambitions, impressions; giving explanations of events in detail about natural phenomena, environmental concerns, natural disasters and ecological footprint. **W.6.** writes brief reports, which pass on routine factual information and state reasons for actions about natural phenomena, environmental concerns, natural disasters and ecological footprint.	o lists of advantages and disadvantages by writing a text that states a position/claim and supports arguments with evidence while also acknowledging contrasting opinions with new structures (e.g., on the one hand,.. Yet on the other hand…). o descriptions by completing specific graphic organizers and sentence frames aimed at monitoring comprehension. o personal letters by using variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner. o brief reports by writing a narrative paragraph based on real events that includes o characters, plot, and setting. *Revising* – notes, simple connected texts, lists of advantages and disadvantages, descriptions, personal letters, brief reports, the plot of a book, and replies with the support of a partner in a shared writing activity. *Editing* – notes, simple connected texts, lists of advantages and disadvantages, descriptions, personal letters, brief reports, the plot of a book, and replies independently before publishing.

W.7. writes about the plot of a book or film and describes reactions. **W.8.** writes descriptions including specific details of situations such as natural disasters. **W.9.** replies in writing to an advertisement and asks for more information.	**Integrated Project** ────────────────────────────── Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing: – Community Public Initiative -- (identifying need, gather information, examine alternative actions collaboration, propose action plan) – Ecological footprint – Learners determine ecological footprint and make presentations on personal steps they can take to lessen it. Or work can be done in teams. (Calculators can be found at http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/ or http://ecologicalfootprint.com/. – Learners create a strategy on what to do in case of a natural disaster. Groups can be assigned different disasters. – Learners create a music video using an appropriate English song celebrating natural beauty and voiceover narration that explains natural phenomena in Costa Rica.

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CEFR Band: B1.2</td></tr>
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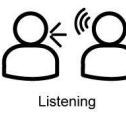
Scenario: Cultural Diversity and Connections

English language learner communicates using concrete and abstract language for socio-interpersonal, intercultural and academic purposes within unfamiliar contexts to share experiences that people go through in life, with the aim of understanding their importance for personal growth, integrating distinctive cultural values for better understanding and communication to avoid misinterpretations or judgments and to evaluate elements related to arts, media and film when exchanging opinions with others regarding positive and negative qualities.

CEFR Band: B1.2 **Domain (s):** Socio-interpersonal/academic	**Themes:** 1. Phrases & Fashion 2. Beliefs & Values (Myths & Legends) 3. Micro Cultures: Family & School 4. Macro Cultures: Global Dimensions

Enduring Understanding: Learning from other cultures help people learn more about themselves and other realities and cultivate mutual understandings.

Essential Question: How the micro cultures we belong to shape who we are? How do language and culture help defne us?

Linguistic Competencies		**Goal**
		Learner can…
Oral and Written Comprehension	Listening	**L.1.** make predictions and inferences. **L.2.** understand specific details in lectures or talks with clear and familiar language about fashion, values, and beliefs in micro / macro cultures. **L.3.** distinguish between cause and effect in fashion, values, and beliefs in micro / macro cultures. **L.4.** understand the information content of the majority of recorded or broadcast about fashion, values, and beliefs in micro / macro cultures. **L.5.** understand the main points of stories and other text read aloud in the classroom about fashion, values, and beliefs in micro/macro cultures.

		L.6. understand films in which the story is straightforward and the language is clear. . **L.7.** interpret information from a variety of sources supported by visual and auditory cues fashion, values, and beliefs in micro / macro cultures.
	Reading	**R.1.** identify the sound of most letters heard in context. **R.2.** understand the description of events, feelings and wishes in letters about fashion, values, and beliefs in micro / macro cultures. **R.3.** understand significant points in newspaper articles about fashion, values, and beliefs in micro / macro cultures. **R.4.** understand most words in narrative and expository text, and extract the key ideas from those texts about fashion, values, and beliefs in micro / macro cultures. **R.5.** distinguish between literal and implied meanings in texts about fashion, values, and beliefs in micro / macro cultures. **R.6.** distinguish between cause and effect of events. **R.7.** distinguish between different text purposes (to inform, to entertain, to argue a point, etc.). **R.8.** locate specific information needed to complete a task in one long or several short texts. **R.9.** draw conclusions from the gist/main idea and key details, prior knowledge, contextual clues.
Oral and Written Production	Spoken Interaction	**SI.1.** explain why something is a problem in fashion, values, and beliefs in micro / macro cultures. **SI.2.** give practical instructions on how to do something. **SI.3.** actively participate in group work, expressing opinions and making suggestions about fashion, values, and beliefs in micro / macro cultures.

		SI.4. ask and answer spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
		SI.5. have a long telephone conversation about fashion, values, and beliefs in micro / macro cultures.
		SI.6. have lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
		SI.7. start, maintain, close, and enter unprepared into conversations about fashion, values, and beliefs in micro / macro cultures.
	Spoken Production	**SP.1.** give opinions, reasons, explanations and points of view in discussions, debates, morning talks, welcome speech, class talk, and lectures about fashion, values, and beliefs in micro/macro cultures.
		SP.2. give detailed, practical instructions to explain a process and answer questions about it.
		SP.3. narrate a story or the plot of a book / film and describe h/her reaction.
		SP.4. speak in a clear manner using a large number of different words and expressions with some pauses for self-correction about fashion, values, and beliefs in micro / macro cultures.
	Writing	**W.1.** write reactions to class work and experiments about fashion, values, and beliefs in micro/macro cultures.
		W.2. express in writing their personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.
		W.3. write different types of paragraphs (descriptive, definition, narrative, process expository, comparison and contrast and persuasive) about fashion, values, and beliefs in micro/macro cultures.
		W.4. write an account of an event in history using the first person narrative.
		W.5. write a short summary of a piece of literature, expository text, or audiovisual production.

9th Term: 3 CEFR Band: B1.2 General and Specific Competences		
Learn to do	**Learn to know**	**Learn to be and Live in Community**
<u>**Functions**</u> • Describing experiences and events • Describing feelings and emotions • Checking understanding • Expressing opinions; language of agreeing and disagreeing • Entering unprepared into, initiating, maintaining and closing conversations • Managing interaction (interrupting, changing topic, resuming or continuing) <u>**Discourse Markers**</u> Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time - Then, later, after that, finally. Markers to structure informal discourse - Right. , really? Well, anyway…, Oh I know, - Yes, I suppose so. See more on "Suggested Discourse Markers Section."	<u>**Grammar**</u> - Comparative and superlative adjectives - Complex question tags - Conditionals, 2nd and 3rd - Future continuous - Past continuous - Past perfect - Past simple - Past tense responses - Phrasal verbs, extended - Present perfect continuous - Present perfect/past simple - Reported speech (range of tenses) - Simple passive - Wh- questions in the past - Will and going to, for prediction <u>**Vocabulary**</u> <u>Phrases & Fashions</u> culture, fashion, phrase, culture, cultural diversity, idiom, proverb, slogan, accessory , gown, modest, classic, old-fashioned, tunic, upscale, urban, understated, mainstream, garment, handbag, catwalk, cosmetics, casual, formal, function <u>Beliefs & Values</u>	**Psycho-social** - Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age) - Valuing and preserving own personal /country´s cultural identify <u>**Sociocultural**</u> - Valuing an open minded communication as a strategy to future understanding. - Showing empathy: putting oneself in the shoes of others' and listening to their needs. - Adopting a non-judgmental attitude towards others cultural diversity. <u>Idioms</u> **feather in (one's) cap.** - An exceptional achievement - The scholarship Lee won to attend the university was a **feather in his cap**. **can't stand (someone or something)** - to dislike someone or something very much - I **can't stand** the way that dress looks on me.

	religions, belief, values, myths, legends, religion, morals, honesty, symbolism, tradition, supernatural, triumph, adversity, spiritual, beliefs, manners, pride, behavior, respect deception, attitudes, empowerment, standards, sense of right and wrong	**fair and square** – Honest(ly) – Some people believe George cheated but he won the game **fair and square**.

Micro Cultures: Family & School

micro culture, distinctive, distinction, shared values/beliefs/behaviors specific customs, race, ethnicity, religion, non-voluntary, lunchroom activities, classroom dynamics, sports teams, cliques, administration, cooperation, community, group, peoples, bond, divisions

Macro Cultures: Global Dimensions

macro culture, geographical, mindset, practices, widely-practiced, dimension, globalization, far-reaching, national, international, powerful, dominant, majority, minority

Phonology

Word stress
- Affixation (prefixes and affixes)
- Part of speech alternation (verb/noun, verb/adjective)
- Compounds (noun compounds, verb compounds and adjective compounds)

element of truth
– Partially true, containing some truth
– His excuse about his homework had an **element of truth** to it.

know the ropes
– To be familiar with a task or situation.
– You have to **know the ropes** if you want to get hired in this city.

carry a/the torch
– to show loyalty to a cause or a person
– No matter where I travel, I **carry the torch** for the people of Costa Rica.

know the ins and outs
– To be familiar with the details and hidden meanings of an activity or situation.
– When you travel to a foreign country, it is wise to hire a guide if you don't **know the ins and outs** of the place.

get a grip
– to take control of one`s feelings
– We need to **get a grip** on racism around the world.

Proverbs/Quotes

		Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences. ~ **Mikhail Gorbachev** The love of one's country is a splendid thing. But why should love stop at the border? ~**Pablo Casals** No culture can live if it attempts to be exclusive. ~**Mahatma Gandhi** Peace cannot exist without justice, justice cannot exist without fairness, fairness cannot exist without development, development cannot exist without democracy, democracy cannot exist without respect for the identity and worth of cultures and peoples.~**Rigoberta Menchú Tum**

9th   Term: 3
CEFR Band: B1.2

Assessment Strategies	Suggested Mediation Strategies
	Pre-teaching **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g., predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. Oral and Written Comprehension
Using technically designed instruments for self- and co-assessment such as think-alouds and with the guidance of the teacher, the learner… **L.1.** identifies making predictions and inferences. **L.2.** recognizes specific details in lectures or talks with clear and familiar language about fashion,	**Listening to speak/write** **Interpretation of main point, specific details, cause and effect, distinguishes the information content, predictions and inferences, films, a variety of sources supported by visual and auditory cues.** *Planning: pre-listening* – Activating prior knowledge by motivating and contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, teacher modeling, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks. *Monitoring: listening for the first time* – **Identifying** o making predictions and inferences by viewing mental images of key words and expressions. – Recognizing

203

values, and beliefs in micro/ acro cultures.	o specific details in lectures or talks with clear and familiar language about fashion, values, and beliefs in micro/macro cultures by drawings or labelling a diagram.
L.3. distinguishes between cause and effect in fashion, values, and beliefs in micro/macro cultures.	*Pair/Group feedback* – for comparing what s/he understood and explaining his/her own strategies for conveying meaning and checking understanding. – by sharing h/she views on facts and ideas.
L.4. distinguishes the information content of the majority of recorded or broadcast about fashion, values, and beliefs in micro/macro culture.	*Listening for the second time* – **Distinguishing** o cause and effect by answering literal questions about the text (e.g. who, what, when, where, why, which, and how). o the information content of the majority of recorded or broadcast by answering literal questions about the text (e.g. who, what, when, where, why, which, and how).
L.5. extracts the main points of stories and other text read aloud in the classroom about fashion, values, and beliefs in micro / macro cultures.	– **Extracting** o the main points by retelling the main points using key information and confirming the information with partners within a small group. – **Interpreting**
L.6. interprets films in which the story is straightforward and the language is clear.	o films by responding in complete sentences to questions and statements by asking questions and sharing one's views on facts, ideas, and/or events. o information from a variety of sources by answering literal questions about the text (e.g. who, what, when, where, why, which, and how).
L.7. interprets information from a variety of sources supported by visual and auditory cues related to fashion, values, and beliefs in micro / macro cultures.	*Post-listening (self/co-assessment)* – **Reacting** to the content of the text or **focusing** on features/ language forms
Using technically designed instruments for self and co-assessment such as anecdotal	**Reading to write/speak** **Interpretation of sounds, description of events, feelings and wishes, significant points, key ideas, literal and implied meanings, cause and effect, text purposes, specific information and conclusions.**

reports and with the guidance of the teacher, the learner…	
R.1. identifies the sound of most letters heard in context.	*Planning: Pre-reading* – activating prior knowledge by motivating, contextualizing, preparing and stating the task goal, sharing what s/he knows about the topic, predicting what the text is about, supported by typographical and/or visual clues, listing possible difficulties and strategies for coping them and showing responsibility when doing the tasks.. *Monitoring: Reading for the first time* – **Identifying** o sound of most letters by introducing concept and terms (letter and sound) by breaking words down into syllables.
R.2. identifies the description of events, feelings and wishes in letters about fashion, values, and beliefs in micro / macro cultures.	o description of events, feelings and wishes in letters about fashion, values, and beliefs in micro/macro cultures by using graphic organizers such as spider webs, KWL charts, or flow charts among others.
R.3. recognizes significant points in newspaper articles about fashion, values, and beliefs in micro/macro cultures.	*Pair/Group feedback* – comparing what s/he understood and did, explaining his/her own strategies for conveying meaning. *Reading for the second time* – **Recognizing** o significant points in newspaper articles about fashion, values, and beliefs in mciro/macro cultures on texts about fashion, values, and beliefs in micro/macro cultures, by answering literal questions about text.(e.g., what, when, where, which, and how).
R.4. extracts the key ideas from texts about fashion, values, and beliefs in micro / macro cultures.	– **Extracting** o **the** key ideas by locating information for a specific purpose that is relevant, irrelevant, or missing in functional text. (e.g., illustrations, diagram, sequence, signal words)
R.5. distinguishes between literal and implied meanings in texts about fashion, values, and beliefs in micro / macro cultures.	– **Distinguishing** o literal and implied meanings by applying reading strategies for interpreting information and using text structure elements to aid comprehension such as: identifying words used for chronological sequence, comparison/contrast,
R.6. distinguishes between cause and effect of events.	o between cause/effect and using relevant sentence frames.
R.7. distinguishes between different text purposes.	o between different text purposes (to inform, to entertain, to argue a point, etc.), by identifying signal words that indicate comparison, contrast, etc. and use them in graphic organizers to show relationships between details. o specific information by answering literal questions about text.(e.g., what, when, where, which, and how).

R.8. distinguishes by locating specific information needed to complete a task in one long or several short texts. **R.9.** draws conclusions from the gist/main idea and key details, prior knowledge, contextual clues.	– **Drawing** conclusions o by applying reading strategies for interpreting information and using text structure elements to aid comprehension. *Post-reading (self/co-assessment)* – **Reacting** to the content of the text or **focusing** on features/ language forms.

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Oral and Written Production

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Spoken Interaction

Interaction in problems, giving instructions, opinions, suggestions, long telephone conversations, spontaneous questions and lengthy conversations.

Planning
– **Checking** *comprehension* of tasks given by the teacher.
– **Identifying** the task, planning a set of questions to ask (content /language), asking for help if needed and select the appropriate materials.

Elaborating
– the conversations by using appropriate expressions, a set of yes /no / wh-questions and possible answers by using learned expressions and asking for help if needed.

Rehearsing
– by practicing the conversation, rehearsing the questions with peers

Interacting
– **Explaining**
   o problem by viewing, practicing and performing sentence structures for stating a position, providing and opinion, giving justifications, making comparisons and examples and other details.
– **Giving**
   o instructions by using linking words for time sequence and using combinations of previously learned relevant sentence frames.
– **Expressing**
   o opinions and making suggestions by reading or viewing a discussion and deriving sentence patterns. Practicing new language patterns for explaining, planning and justifying. Performing relevant conversational exchanges.

Using technically designed instruments for self and co-assessment such as rubrics and with the guidance of the teacher, the learner…

SI.1. explains why something is a problem in fashion, values, and beliefs in micro / macro cultures.

SI.2. gives practical instructions on how to do something.

SI.3. actively participates in group work, expressing opinions and making suggestions about fashion, values, and beliefs in micro / macro cultures.

SI.4. asks and answers spontaneous questions about fashion, values, and beliefs in micro / macro cultures.
 	
SI.5. exchanges in a long telephone conversation about fashion, values, and beliefs in micro / macro cultures.
 	
SI.6. exchanges in lengthy conversations with peers about fashion, values, and beliefs in micro / macro cultures.
 	
SI.7. enters unprepared into conversation, or starts, maintains and closes conversations about fashion, values, and beliefs in micro / macro cultures.
 	
Using technically designed instruments for self and co-assessment such as anecdotal reports and with the guidance of the teacher, the learner…
 	
SP.1. gives opinions, reasons, explanations and points of view in discussions, debates, morning talks, welcome speech, class talk, and lectures about fashion, values, and beliefs in micro / macro cultures.
	– **Exchanging**
	   o in long telephone conversation by asking and responding to the speaker in a prepared dialogue using complete sentences.
	   o In lengthy conversations by using combinations of previously learned relevant sentence frames for giving opinions and justifying
	– **Asking and Answering**
	   o spontaneous questions by using combinations of previously learned relevant sentence frames for giving opinions and justifying.
	Evaluating
	– Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.
	
	Spoken Production
	Description of opinions, reasons, explanations and points of view, a story or the plot, detailed, practical instructions about fashion, values, and beliefs in micro/macro cultures.
	
	Planning and organizing
	– the presentation by understanding the task, selecting the appropriate oral and visual forms and registers according to context, discourse markers, asking for help if needed to be used in front of an audience
	– the presentation by creating and outlining the content presentation.
	Rehearsing
	– the presentation with peers.
	Producing
	– **Giving**
	   o opinions by using combinations of previously learned relevant sentence frames with social courtesies for interrupting, changing topic, resuming or continuing an interaction.

SP.2. gives detailed, practical instructions to explain a process and answer questions about it. **SP.3.** narrates a story or the plot of a book / film and describe own reactions. **SP.4.** delivers presentations in a clear manner using a large number of different words and expressions with some pauses for self-correction about fashion, values, and beliefs in micro / macro cultures.	o detailed practical instructions by using combinations of previously learned relevant sentence frames providing multiple step directions/instructions with specific details. – **Narrating** o a story or the plot by using combinations of previously learned relevant sentence frames for describing events, agreeing, disagreeing, expressing opinions, describing feelings, talking about films and books. – **Delivering** o presentations by using previously learned sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group. *Evaluating* – Promoting reflective processes on what was accomplished, strategies used, outcomes and what needs to be improved.
Using technically designed instruments for self and co-assessment such as rubrics and with the guidance of the teacher, the learner… **W.1.** writes reactions to class work and experiments about fashion, values, and beliefs in micro / macro cultures. **W.2.** expresses in writing his/her personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.	<u>**Written Production**</u> **Production of opinion in simple sentences, reactions to class work and experiments, descriptive, definition, narrative, process, expository, comparison and contrast and persuasive paragraphs, account of an event in history, and short summaries.** *Planning: pre-writing* – Opinion in simple sentences, reactions to class work and experiments, descriptive, definition, narrative, process, expository, comparison and contrast and persuasive paragraphs, account of an event in history, and short summaries by understanding the task, selecting oral and visual forms, appropriate registers according to context, discourse markers, grammar and lexical convention, punctuation and asking for help if needed. *Drafting* – opinions in simple sentences by writing a text that states a position/claim and supports arguments with evidence. – reactions to class work and experiments by writing a document that includes multiple step instructions.

W.3. writes different types of paragraphs (descriptive, definition, narrative, process expository, comparison and contrast and persuasive) about fashion, values, and beliefs in micro / macro cultures. **W.4.** writes an account of an event in history using the first person narrative. **W.5.** writes a short summary of a piece of literature, expository text, or audiovisual production.	– descriptive, definition, narrative, process, expository, comparison and contrast and persuasive paragraphs by using varied sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words. – an account of an event in history by writing a narrative paragraph based on real events that includes characters, plot, and setting. – short summaries by using previously learned sentence frames for summarizing. *Revising* – opinion in simple sentences, reactions to class work and experiments, descriptive, definition, narrative, process, expository, comparison and contrast and persuasive paragraphs, account of an event in history, and short summaries with the support of a partner in a shared writing activity. *Editing* – opinion in simple sentences, reactions to class work and experiments, descriptive, definition, narrative, process, expository, comparison and contrast and persuasive paragraphs, account of an event in history, and short summaries independently before publishing.

Integrated Project

Participating to negotiate, thinking for planning, acting out for completing the project and responding and sharing:

- Research based on selected passages to seek information about cultural diversity in Costa Rica e.g. indigenous region, and ethnic groups and share the work with the class.
- Produce a scripted fashion show representing indigenous groups of Costa Rica or provinces.
- Produce a short play with individuals taking on the roles of different cultural groups of Costa Rica.
- Imagining the school as a community, produce a news program with feature stories on the different cultures of the school, weather reports, restaurant reviews, etc.

Glossary

Ability: The present or potential competence of an individual to perform a task or to use skills, including ones that are intellectual and physical.

Academic Language: The language of schooling and the language that helps students acquire and use the content area knowledge taught in school.

Action-oriented Tasks: Purposeful acts set in a context that learners could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal.

Activity: A specific work that allows the students to interact with the language, independently or collectively, receiving teacher´s special attention and feedback.

Alternative Assessment: A variety of assessment approaches that do not use multiple-choice or closed-response items, but instead require the examinees to generate or produce responses or products. Generally, this includes any assessment technique other than traditional norm-referenced or criterion-referenced paper-and-pencil tests. Examples are essays, portfolios, interviews, observations, work samples, and group projects.

Asking for help: Suggestions a learner asks for help from a groupmate regarding the ideas and/or language needed for an upcoming task.

Assess: to stimulate the degree of quality or quantity, or to describe or document the nature of an aspect of behavior, learning, or performance.

Assessment: The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment for learning: The process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide ongoing feedback and adjust instruction and by students to focus their learning.

Checklist: An instrument that specifies criteria or indicators of merit and on which the assessor ore evaluator marks the presence or absence of the attribute being assessed.

Checking meaning: learners understand the meaning of words in the written or oral instructions in order to better prepare for an upcoming task.

Co-assessment: judgments made by the teacher or peers.

Communicative Language Competence: The ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; the use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Competence: The sum-up of knowledge, skills, and abilities learners use when performing all kinds of actions including language activities.

Context: Refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Curriculum: (1) A comprehensive overview, including activities planned for delivery to the students, the scope of content, the sequence of materials, interpretation and balance of subject matter, and motivational, instructional, and assessment techniques to be used. (2) a set of ordered, intended learning outcomes.

Drilling: Refers to constant repetition of a task to accomplish mastery of such. Audio-lingual approach frames drilling as traditional yet effective technique if adapted properly. Lower levels of language learner benefit from it when working with relevant structures.

Domain: Refers to the broad sectors of social life in which social agents operate.

Enduring Understanding: A statement summarizing important ideas and core processes that have lasting value beyond the classroom. It guides the teacher along the unit and synthesizes what is expected for the learners to understand along the didactic units.

Essential Question: A question to develop and deepen learners' understanding of important ideas and processes, so that they can transfer their learning within and outside school. It stimulates learner thinking and inquiry processes.

Evaluation: A process of collecting and critically analyzing data with the purpose of improved decision making, enhanced performance and continuous development of educational institutions.

Evaluating A strategy for determining the success of the outcome and performance when completing a learning task.

Fluency: The ability to express oneself readily and effortlessly.

Functional competence: The use of spoken discourse and written texts in communication for particular functional purposes.

Giving help: Suggestion given by a learner to provide help when requested for help regarding the ideas and/or language needed for an upcoming task.

Grapheme: The smallest part of written language that represents a phoneme in the spelling of a word.

Grammatical Competence: According to the CEFR, grammatical competence refers to the knowledge of/and ability to use the grammatical resources of a language.

Grammatical Performance: Observable manifestation of grammatical ability in language use.

Higher-Order Thinking Skills (HOTS): Those thought processes that are needed to solve problems and make necessary decisions in everyday activities, as well as the mental processes needed to benefit from instruction. Examples of such skills are observing, summarizing, justifying, developing explanations, and making inferences (deductive and inductive).

Impromptu speech: A classroom technique which consists of assigning students with topics to develop in the form of speech, providing little or no time for planning or organizing ideas, thus encouraging spontaneity and forcing the learner to speak.

Information gap activities: Students are given partial information so they must interact with others to fill up the missing elements and achieve a language goal. Cooperative learning principles are sought.

Indicators: Facts and quantifiable data which can be measured and which will provide evidence about whether certain quality standards have been achieved. Indicators are representative of what learners need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list.

Integrated Project: The *Integrated Project* is a formative, skill-integrated performance, both didactic and assessment strategy performed in the class environment. It involves several types of activities articulated among them, in order to complete a final product collaboratively. It forms part of a wider social context, which alone is able to give the learners a full meaning to contribute to society.

Inquiry: involves children in some type of exploration, investigation, or experimentation regarding a specific topic, problem, or issue for play, learning, and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as children can find.

Journal: A daily or weekly record of events which individuals may be asked to keep as part of the instructional activities, jobs, or programs in which they participate. Journal entries may be used to judge writing, progress on projects, and perceptions of experiences. In classrooms, journals can be designed and used to measure changes in writing skills over time.

Knowledge: A set of informational structures (knowledge or facts, stored in concepts, images, network, production-like structures, propositions schemata & representations) that are built up through experience and stored (and available) in long-term memory.

Language ability: (Sometimes called communicative competence or language proficiency) Individual´s capacity to utilize mental representations of language knowledge built up through practice or experience in order to convey meaning. Language ability is a combination of language knowledge and strategic competence such as meta-cognitive strategies (e.g., planning, evaluating) and cognitive strategies (e.g., associating, clarifying).

Language knowledge: A mental representation of informational structure related to language.

Language Performance: The use of language in actual language events. (Carroll, 1968) The actual manifestation of linguistic competence in behavior (p 50).

Language Proficiency Levels: The demarcation along the second language acquisition continuum that is defined within the standards by a series of sample performance indicators.

Learnings: The learnings are built up through a social and dynamic process, which maximizes the potential conditions of a learner and the ones within his community. It is in a process of permanent evolution, of construction and reconstruction of meaningful knowledge, skills and abilities for life: learning to know, learning to do, learning to be and live in community (Delors, 1998). It is tied up to life and influences the integral development of people.

Learning Strategies: L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning.

Learning Outcomes: The products of instruction or exposure to new knowledge or skills. Examples include mastery of a new skill, successful completion of a course or program, finishing a project or report, or attaining a given level of performance on an assessment.

Metacognition: Understanding one's own learning process, the nature of the learning task, and the strategies that should be effective. These processes include planning, activating, monitoring, and evaluating of lower-order skills. Self-evaluation of cognitive activities can be developed to enhance performance. The process of thinking about one's own thought process. Metacognitive skills include the ability to monitor one's own learning.

Meta-cognitive awareness: The knowledge of a range of problem-solving strategies, such as planning and goal setting, regarded as the key to successful language learning.

Monitoring: A strategy for checking the progress in the learning situations or carrying a learning task.

Morphology: The study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds.

Onset-Rime: The onset is the part of the word before the vowel; not all words have onsets. The rime is the part of the word including the vowel and what follows it.

Oral production: When language users produce an oral text which is received by an audience of one or more listeners.

Outcome: A statement of what children are expected to know, understand, and be able to do by the end of a particular grade.

Planning A strategy for stating the task goal, sharing what s/he knows about the topic, predicting meaning supported by typographical and visual clues, listing possible difficulties and strategies for coping them.

Performance: Based on Chomsky's insights, it refers to the ability to understand and produce language.

Performance Assessment: Requires the learner to provide a sample of language a sample of language in speech writing in a direct text.

Peer correction: When students are given the responsibility to assess their classmates' work with the purpose of providing feedback in the form of corrections to improve the original task.

Pragmatics: A variety of implied meanings superimposed upon the grammatical forms and meanings of an utterance (Purpura).

Pragmatic Competence: According to the CEFR, pragmatic competences are concerned with the functional use of linguistic resources, the mastery of discourse, cohesion, coherence, the identification of text types and forms, and such intentional devices as irony and parody.

Phoneme: A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning.

Phonics: Use of the code (sound-symbol relationships to recognize words.

Phonological Awareness: The ability to hear and manipulate the sound structure of language. This encompassing term involves working with the sounds of language at the word, syllable, and phoneme level.

Phonemic awareness: Refers the ability of children to hear, identify, think about, and manipulate sounds (phonemes) in spoken language.

Phoneme isolation: Deals with activities that help children recognize individual sounds in a word.

Phoneme identity: Children are exposed to activities where they recognize the same sound in different words.

Phoneme blending: The teachers says a sequence of separate phoneme to the children for them to combine them and form a word.

Phoneme segmentation: Children are exposed to activities where they say each of the sounds in a word separately as they count them.

Phoneme deletion: Children identify the word that remains when a phoneme is removed from the same word.

Phoneme addition: When children make a new word adding a phoneme to an existing word.

Phoneme substitution: When children substitute a phoneme in a word to make a new word.

Positive self-talk: Self-suggestions of thinking positively for self-encouragement, in order to reduce anxiety for an upcoming task.

Proficiency: What someone can do/knows in relation to the application of the subject. It represents an external perspective.
Rehearsing: A preparation session with a view to preparing what to say in a task.

Realia: The use of real life objects, sources and other digital or physical materials as classroom input with the goal of embracing the target language and encouraging students' interaction.

Reflection: The process by which an individual reviews his/her past performance as a means of improving future performance.

Sentence segmentation: Children listen to short unscrambled sentence and they have to put it in the correct order.

Sample Performance Indicators (SPIs): Illustrative language behaviors associated with each language proficiency level; examples of assessable tasks that students can be expected to know or to do as they approach the transition to the next level of English language proficiency in any given standard.

Scenarios: They suggest appropriate background to support learning and teaching and to provide authenticity of situations, tasks, activities, texts within holistic settings. In this syllabus, this mental framework is set up by articulating the linguistic and non-linguistic aspects, such as the unit`s name, themes ad functions, the enduring understanding and essential question, which are all integrated in the project(s).

Scoring Rubric: A set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of attributes and performance.

Segmentation: The separation of words into phonemes.

Self-assessment: Judgements about your own proficiency

Sociolinguistic Competence: According to the CEFR, sociolinguistic competence refers to the sociocultural/ sociointerpersonal conditions of language use.

Skill Integration: Combination of two or more language skills: listening, reading, speaking and writing when working with tasks so students will incorporate important aspects into their language learning.

Spoken interaction: When language users act alternately as speaker and listener with one or more interlocutors to construct conjointly, through negotiation of meaning following the co-operative principle, conversational discourse.

Strategy: An individual instructional activity as it occurs in the classroom with built-in support for English language learners. It is the action plan to do a task, which requires a cognitive activity feature for acting. It implies priory acquired abilities and skills from the students (types: conceptual, directional, organizational, application).

Task: A goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning, not producing specific language forms.

Technique: It is a particular 'trick', stratagem used to accomplish an immediate objective. It must be consistent with a method and in harmony with an approach as well. It is the way a teacher carries out a procedure to develop content; for instance, group discussions, dramatizations, etc.

Text: Any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, and model) with a definable function. It refers to visual forms such as illustrations, videos, and computer displays; oral forms including conversations, speeches, dramatizations; and printed texts in their varied forms.

Themes: The subtopics, subjects of discourse, conversation, reflection or composition as the focus of attention in particular communicative acts.

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http://thegrid.org.uk/learning/english/ks3-4 5/ks3/assessment/index.shtml#ladders

Council of Europe – CEFR European Language Portfolio Self-Assessment Descriptors and Checklists:
http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_scale_EN.asp

http://www.bulats.org/paper-based-tests/results

The following sites provide access to the home page of the Council of Europe's language portfolio site (English and French versions). Readers can also access a data bank of self-assessment descriptors for learners that are linked to the six CEFR proficiency levels: http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/welcome.html

 European Language Portfolio and its implementation: http://elp.ecml.at

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A site on the European Language Portfolio, from piloting to implementation 2001–2004

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The Council of Europe: http://www.coe.int Language Policy Division: http://www.
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Information kit: The Canadian Association of Second Language Teachers
(CASLT) — A Common Framework of Reference and a Portfolio for Languages in Canada, 2nd Edition, Fall 2008,
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European Language Portfolio web page with models in various languages www.coe.int/portfolio

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Lesson plans

http://mbattocchia.blogspot.com/2014/04/a2b1-cefr-level-lesson-plan-unit-12-per.html

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The following site provides templates, including Language Biography templates:
http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/Templates.html

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http://www.gmsen.co.uk/fileuploads/targets/assessment/writing/AssessmentandProgressioninWritingSkills.pdf

http://www.ucl.ac.uk/internet-grammar/frames/consult.htm
Interactive glossary of terms to check in which band or level is located a specific word.

Discourse markers used by students in oral EFL Tests. blogs.helsinki.fi/hy-talk/file

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http://www.coe.int/t/DG4/AUTOBIOGRAPHY/default_en.asp

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A platform of resources and references for plurilingual and intercultural education
www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp?

Plurilingual and intercultural education www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp?

ALTE, "The Code of Practice", www.alte.org

The full Common European Framework document (in English): http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

The following sites can be used to consult documents recently published by the Council of Europe and the European Centre for Modern Languages: http://www.coe.int

http://www.ecml.at

"Can Do" statements for Levels A1, A2, B1, and B2 related to speaking (spoken interaction), understanding http://www.coe.int/lang

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Recommendations and guidelines for language policy and tools for implementation in order to enhance shared understanding about what language proficiency is and how it can be described

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Related ECML projects www.ecml.at/Activities/Currentprogramme/tabid/154/language/en-GB/Default.aspx

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http://www.englishisapieceofcake.com/CEFR.html

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SUGGESTED DISCOURSE MARKERS BY LEVEL

The use of discourse markers and connectives across proficiency levels is described in relation to the relative variety of different connectives used: At the lower levels, only the "very basic connectors" are expected. Learners at lower levels of proficiency are assumed to rely heavily on the use of common, high-frequency connectives such as *well* or pause fillers, while learners at higher levels are assumed to use *low-frequency* connectives as well.

"Simple connectors" are expected at the A2-level and at the B1 level "the most frequently occurring connectors". At the higher levels, the range of different connective devices is assumed to increase. Only at the B2 level that "a variety of linking words" is expected. Below B2 level, only "a limited number of cohesive devices" are expected. The CEFR predicts greater range but does *not* predict greater connective density at higher levels.

At the A1, A2 and B1 levels limited reference is made regarding the control of connectives, other than "can link…" At the B2-level, connectives are described as linking utterances into a "clear, coherent discourse, though there may be some "jumpiness" in a long contribution". At the B2+ level, there is explicit reference to the use of connectives as being "efficient", and at C1 as being "controlled".

FUNCTION OF DISCOURSE PER LINGUISTIC LEVEL

A1 and A2 proficiency level (lower levels)

A1 Main function link words or groups of words with the very basic linear connectors like "and" or "then".

A2 Main function use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points and link groups of words with simple connectors like "and", "but" and "because".

Structure of the discourse A1 - A2	Possible samples
Opening a dialogue	Hello!, Well, …
expressing hesitation, looking for words	er…. – ….er, what is it, er… pause fillers.
correcting oneself	(incorrect form) No, sorry + corrected form
Enumerating	(first item) and (second item)
summing up	and so…
Closing	Well, thank you– Goodbye.-using the telephone
requesting or giving notice of a new call	I will) call back later
opening and closing a letter or e-mail	Dear, Yours, sincerely, Best wishes, Love from…
asking for overall and partial repetition	Can you say that -again, please? (I beg your) pardon?
asking for clarification or confirmation	What is X? Did you say X? Can you spell that, please?– Can you write that down for me, please? I don't know the English word - In [native language] we say…
asking a speaker to slow down	Can you speak slowly, please?

B1 Main function: link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Structure of the discourse B1	Possible samples
opening a conversation (formal and informal)	Ladies and Gentlemen! – Mr/Madam-Right! Well now
Hesitating-looking for words	er – you know– now let me think – just a moment– what's the word for it? – How shall I put it? – What's its/his/her name?– What do you call it?
correcting oneself	No... – Sorry– I mean...– That's not exactly what I meant to say Let me try/start again– or rather…– that is to say…
introducing a theme	I'd like to say something about + NP
expressing or asking someone's opinion	As I see it– In my opinion– I think – What do you think? What is your opinion/view?– Where do you stand on this matter?
Enumerating	in the first place…, in the second place… (etc.) – First…, then…, then…– and…
Exemplifying	For example (written e.g.) - For instance- …and so on (written etc.)

emphasizing	use of stress – word order – use of underlining – use of italics, capitals and bolding – (please) note + that clause – I must stress the fact + that clause
Summarizing	to sum up – in brief
changing the theme	something else – to change the subject – I'd like to say something else
showing that following a person's discourse	I see – Yes/No – Uh-huh – Really – Oh– Indeed
Interrupting	Excuse me – May I come in here?– May I say something? – No, I'm sorry but…
indicating a wish to continue	One moment please – Please let me finish – As I was saying…
indicating that one is coming to an end	Finally – To finish, I should like to say – In conclusion – Thank you for your attention – Well, it's been nice talking to you
using the telephone	telephone number – Hallo, this is + personal name + speaking personal name + here – This is + personal name
Letters	Dear + Address form – Yours sincerely…– (With) best wishes… Love (from)…following Dear Sir/Madam – Yours faithfully

B2 and C1 main functions: use a variety of linking words efficiently to mark clearly the relationships between ideas. Use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.

Since no definitive list of discourse markers exists, a tentative list based on earlier taxonomies of connectives based on Halliday & Hasan, 1976; Blakemore, 2004, p.221, and Knott & Dale, 1994 and the scale of Coherence and Cohesion (Council of Europe, p. 125) was created as a reference for this syllabus. It was built based on some descriptors of the Norwegian learner corpus of adversative and causal connectives as well (Norsk Andresprakskorpus, ASK, Tenfjord, 2007).

Kind of discourse	HIGH-FREQUENCY A1-A2 (Basic form and formal use)	MEDIUM-FREQUENCY B1 (More formal)	LOW-FREQUENCY B2 (Most formal)
Additive or Addition	Use of explicit linking words for sequential past time (discourse or simply connectives)	Use of connecting words expressing cause, effect, contrast, etc. linkers in sequential past time.	Use of connecting words and formal logical markers expressing cause and effect, contrast, etc. discourse

	(Blakemore, 2002; Schiffrin, 1987). Managing interaction. Or too also and First, second, etc.	for example in addition either….or yet not least nor first and foremost despite firstly besides further furthermore last but not least next... not only…but also	markers to structure formal speech. Linkers in sequential past time. Complex sentences. Summarizing an event. Subsequently. Linking devices and paraphrasing. i.e./this means in other words secondly consequently except from this means equally important moreover similarly additionally
Informal spoken discourse	Pause fillers (I mean, sort of, right, well, oh, you know, I think, like, kind of, ok, all right, goodness, Oh my God, gosh, sure, etc.) , some repetition. (Stensstrom 1994, 59) Use of ellipsis _____*you going out?* Vague language: *that kind of thing.* Backchannel: *mmmm…yeah.* Response tokens: *that is right, I see.* Hesitation: errr, umm. Heads: my brother, he lives in London Tails: He lives in London, my brother. Lexical chunks:	Produces extended stretches of language despite some hesitation and very little repetition. Uses a range of cohesive devises. right? really? Well, anyway… Oh, I know… Yes, I supposed so. I know how you feel. You know. I do not like her either. Tag questions Use of modals in present Quite Use interrupted utterances a. I think… b. Right a. I can do it.	Produces extended stretches of language with very little hesitation. There is a clear organization of ideas, uses a range of cohesive devises and discourse markers Are you following me? To begin… Actually Sort of … As a matter of fact, … On top of that … Use of modals in the past: you shouldn't have told her. Use overlapping speech Eg. 1Can I have one? Uh humm

	you know what I mean McCarty and Carter(1995).		
Adversative	But	still/nevertheless even though on the other hand however	instead of despite though on the one hand on the other hand nevertheless
Causal or cause and effect	Because then therefore why? because of + NP because+sentence(s)	therefore so that so because of since for too later as a result for this reason thus	Consequently accordingly as a consequence consequently hence although in spite of furthermore
Comparison	also like too	as well as both... and compared to in the same way likewise neither... nor	by comparison in common with similarly in like manner
Contrast	however	instead on the other hand however therefore whereas	conversely in contrast to in opposition to on the contrary otherwise still whereas nevertheless

Time	after that also finally first, second, etc. in the future in the past last next now	afterward at the same time immediately in the meantime later after that finally at last	concurrently previously simultaneously subsequently currently earlier eventually after a while formerly
Example	for example	for instance in other words	as an example as an illustration to exemplify regarding in regards to
Summary conclusion	finally therefore	after all all in all at last briefly consequently last on the whole thus	accordingly as a consequence in brief in closing in conclusion in short in sum in summary to conclude to summarize

Resource 2 Grammar according to Levels CEF

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

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

239

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

From: http://www.examenglish.com/CEFR/cefr_grammar.htm

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