Colombo Americano MEDELLÍN

Connections

ADULT PROGRAM

B2 Teacher Matrix

Life 5 Units 1 - 2 - 3

Course 13



Level Competences

Learners use the language effectively and efficiently in diverse ways to interpret and produce a wide range of oral and written texts related to topics such as relationships, storytelling, science and technology, arts, customs and behavior, hopes and ambitions, the news, talented people, knowledge and learning, and money. At this stage, learners explore different aspects of social life and behavior both in their local contexts as well as in different regions, thus increasing their intercultural awareness and broadening their knowledge about the world. In addition, they consolidate strategies that allow them to use the language confidently for diverse purposes and become more aware of the impact of autonomous work on their progress in learning the language. **(Courses 13 to 16, B2 CEF)**

Course Competences

Learners understand different types of texts related to topics such as **relationships, storytelling,** and **science and technology**. They can produce clear, complex, meaningful texts to interact with others in oral and written ways by using the forms of the language more flexibly, confidently and accurately (grammar, vocabulary, and pronunciation). The exploration of the themes suggested in this course provides opportunities for students to share, learn, and critically reflect on friendships and family relationships, books and films, overpopulation, and technological solutions, all of these analyzed taking into account different perspectives and cultures.

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Subcompetences

The student...

Reading

1. Starts inferring the meaning of words and expressions by using context clues and background knowledge in narrative, descriptive, and expository texts with the teacher's guidance.
2. Reads and understands general, specific and detailed information from more extended articles, chronicles, biographies, etc.
3. Shows understanding of the information found in narrative, descriptive, and expository texts by working through different strategies and completing combined activities according to course level ***(see receptive skills box on next page)**.
4. Identifies emotive descriptions and underlying messages in narrative texts to justify opinions by using graphic organizers, answering questions, and giving examples.

Writing

5. Writes narrative texts implementing different stages of the writing process independently and incorporating effective details to enhance characters, setting, and descriptions to develop what that action or object represents.
6. Writes narrative texts related to relationships, technology, or people's stories by expressing a sequence of events or experiences through descriptive language, signposts, and varied sources of information to enhance the story.
7. Writes narrative texts about relationships, technology, or people's stories by including language features such as appropriate punctuation, linking phrases, phrasal verbs, compound nouns, passive voice, past tenses, future forms, etc.

Listening

9. Understands the main points of extended audiovisual materials such as talks, interviews, documentaries, radio and news programs, and stories which contain a steady rate of speech and added complexity through features of natural speech such as backtracking, simultaneous speech, background noise, address, discourse markers, general extenders, false starts, silent pauses, and backchannels.
10. Understands specific and detailed information from audiovisual materials such as talks, documentaries, and reports by working through different strategies and/or activities according to the course level ***(see receptive skills box on next page)**.
11. Takes notes more independently on information from extended audiovisual materials by using different note taking strategies such as charts, diagrams, and bullet point lists.
12. Identifies conflicts and possible solutions on topics such as relationships, technology or people's stories by analyzing context and language use with graphic organizers, answering questions and giving examples.

Oral Production

13. Expresses his/her point of view about relationships, films and books, and science and technology through extended discourse using coherent, complex, and connected ideas with supporting information from different sources.
14. Expresses elaborate ideas about family influences, overpopulation, films and books by comparing and contrasting ideas, giving explanations, responding to additional questions of detail and using a steady rate of speech with fewer error correction pauses.
15. Describes, discusses, and compares stories about human relationships with their world with research, their own experiences, and language concepts such as lexis, varied past tenses, passive voice, or future forms where applicable.
16. Pronounces vocabulary worked on in the course more confidently and applies sentence stress, expressive intonation, and contracted forms.

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Activities and Strategies

Receptive Skills*

- Comparing different texts to conclude on specific points
- Discriminating between more or less important ideas as a means for stating position and giving opinions on a topic
- Determining cause and effect relationships and implications in a particular context
- Comparing and contrasting ideas to relate the author's points with personal experiences
- Making contrastive charts to highlight positives-negatives / problem - ways to solve them / acceptable - not acceptable / definition from different streams of thought to analyze the text deeper and add personal reactions
- Restating and expanding with own words
- Summarizing information in a chart, graphic organizer and texts
- Skimming and scanning to locate specific details and answer information questions
- Reorganizing paragraphs
- Defining simple words and idiomatic expressions
- Identifying language features in context: form, meaning, function, appropriacy and register of the text

Productive Skills

- Persuasive campaigns
- Structured debates
- Back-to-back description activity
- Documentaries
- Radio shows
- Simulations
- Gallery walk + stations with different pieces of information
- Writing responses reacting to information presented
- Writing workshops- incorporating the stages of the writing process
- Jigsaw reporting

TIPS

• Have students exploit different texts on a specific controversial issue. Students identify the main points each author states and decide what pieces of information he/she belives in, feels strong about, and agrees and/or disagrees with. This is a great way of fostering student's ability of building arguments based on informed points of view rather than social bias.

• Encourage students to use more elaborate ideas and varied expressions to give their opinions. Here is a great exercise you can try: after students have written a text or presented something orally, select some sentences that may sound somehow basic, for example, "In my opinion, the situation needs to change". Ask students to brainstorm ideas on how to make the sentence more elaborate while expressing the same idea and experimenting with the language. This will help them be more conscious about the kind of language they will be using throughout the level.

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Themes and Topics	Functions	Language Notions	CRITICAL THINKING
Relationships • Friendship • Family traditions • Types of families • Immigrating communities	• Analyzing different types of friendships • Describing how people interact in different cultures • Comparing families around the world • Discussing why people emigrate	**Grammar** Present tenses review The passive **Lexis** Friends: nouns and phrasal verbs Forming adjectives from nouns Use of *get* **Writing Elements** Informal emails using expressions for greetings and endings **Pronunciation** Auxiliary verbs: have and has Word bundaries	• Evaluating conclusions
Storytelling • Films and books • The unexpected • Telling stories • When things go wrong	• Reacting to stories • Sympathizing with bad news • Comparing similar experiences • Discussing the outcomes of a situation	**Grammar** Past simple and present perfect simple Narrative past tenses review: past continuous, past simple, past perfect simple, past perfect continuous **Lexis** Describing stories communication Verb + noun collocation Use of *keep* **Writing Elements** A story using descriptive words **Pronunciation** Weak forms in passive verbs Linking and elision	• Getting the main message • Justifying arguments based on contextual clues
Science and Technology • The problem of overpopulation • Technology of the future • Technology in the developing world • Predictions about the future	• Describing technical problems • Assessing problems or difficulties to offer a solution • Discussing the impact of technology in our societies • Discussing science and technology • Analyzing the concept of appropriate technology	**Grammar** Future forms review: will, *going to, about to,* present continuous, present simple Future continuous and future perfect simple **Lexis** Materials Describing technology Compound nouns (noun + noun) Useful devices Use of out of **Writing Elements** Short email requests implementing more formal and polite phrases **Pronunciation** Stress in two syllable verbs	• Identifying pro and con arguments in texts read to justify opinions • Using supporting examples



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Suggested Sample Tasks

Theme Development

- How does technology impact our interactions with family and friends?
- What are the advantages and disadvantages of using technology to connect with other people around the world?
- How does technology affect family traditions in different cultures?
- What influences does technology have on storytelling?
- The movie or the book? What are some positive and negative aspects of making a movie of a book?
- What is the role of storytelling in different countries and yours?
- What can you learn about other cultures from their movies, books and stories? How similar or different are they to yours?

RELATIONSHIPS

Images of different types of families (nuclear, extended, single parents, same-sex parents) are presented to the group through a slideshow. Students look at the pictures for a couple of seconds and write down the first thing that comes to their minds when they see each image. Then, they get in pairs or groups of three students and share the ideas they have regarding those families looking for similarities and differences to fill out a chart. Once students have the information, they share some ideas with the whole class.

After this, new groups are formed and each group receives a different article about each family type. Students select the main ideas from the text and present them through the use of a poster while their classmates take notes. After all students have presented, the whole class has a discussion using the information from the presentations and the notes they previously took about the images. Questions such as: How has society influenced family interaction patterns? What are some advantages and disadvantages of each family type? etc.

Then students write about their own family or a family they know in a narrative essay comparing them to some of the family types previously discussed.

STORYTELLING

Teacher brings random images of animals, weather conditions, places, clothes, food, and tools or utensils. Students get in groups and select some of the images to sketch a story using a chart. The stories need to include not only story parts and elements such as beginning, middle, end, characters, plot, setting, etc. but also appropriate verb tenses, vocabulary and structures previously studied. Once all groups are ready, they make a poster with the most representative image of their stories and use it when telling the stories to their classmates, who should take notes on a chart while they listen to compare the different characters and situations presented by all groups. After all groups have presented their work, the whole class has a discussion about the stories they most or least liked.

SCIENCE AND TECHNOLOGY

Students get in small groups of two or three people and discuss questions such as: How does technology affect storytelling tradition? What does the future hold for oral tradition? What is the relevance of storytelling in our society and others around the world? After the discussion, the teacher pre-teaches some vocabulary related to the video they will watch next about technology in storytelling (**https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling**). While watching the video, students fill out a chart. Later, students get in pairs and compare their answers looking for similarities and differences on the information gathered. Then, students watch the video one more time to confirm if the information they collected was correct. Once students have done this, the teacher gives them further listening comprehension and "beyond" questions as well as more complex graphic organizer to be filled out with the information from the video.

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