Colombo Americano MEDELLÍN

ADULT PROGRAM

A2 Teacher Matrix

Life 2 Units 10 - 11 - 12

Course 8

Earth and Mind Wonders



Level Competences

Learners understand and produce simple, complete and meaningful texts to communicate and interact with others in an oral and written way on topics related to people, possessions, places, free time, food, past lives, journeys, appearance, entertainment, learning, tourism, and the Earth. During this stage, learners reflect on, inquire, share, and learn to value different elements of their personal and cultural identity as well as those of other people. At the same time, they gain more confidence and motivation to learn the English language as they become more familiar with it. **(Courses 5 to 8, A2 CEF)**

Course Competences

Learners understand different types of texts related to topics such as **learning, tourism,** and **the Earth**. They can produce meaningful complete texts to interact with others in oral and written ways by experimenting with the forms of the language (grammar, vocabulary, and pronunciation). The exploration of the themes suggested in this course provides opportunities for students to share, learn, and critically reflect on how technology has changed our lives, memory and language learning, planning and going on holiday, tourist destinations, climate change, and exploring the Earth, all of these analyzed taking into account different perspectives and cultures.

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Subcompetences

The student...

Reading

1. Identifies the meaning of words in bilingual dictionaries and starts to use monolingual dictionaries in a more independent manner.
2. Reads and understands general and specific information and follows detailed information from articles, maps, blog entries, reviews and comments, leaflets/brochures, etc.
3. Shows understanding of the information found in narrative, descriptive and expository texts by combining different strategies and/or activities according to the course level ***(see receptive skills box on next page)**.
4. Identifies the main argument and some supporting information to develop their own ideas in different narrative, descriptive, and expository texts by using graphic organizers/charts and answering questions.

Writing

5. Writes expository texts by brainstorming and drafting, implementing self and peer-revision, and editing. Starts the stages of proofreading and redrafting with guidance and prompting from the teacher.
6. Writes expository texts related to learning, tourism, and/or the Earth by expressing information in an organized manner, connecting ideas accurately, and providing details.
7. Writes short expository texts about tourist destinations, learning, and/or places on Earth by including language features such as arguments for or against (should/shouldn't), present perfect, predictions (will), articles, etc.
8. Writes short opinion texts using complete connected paragraphs with main argument and supporting ideas and language notions studied in class such as connectors, recommendations (should), and predictions (will).
9. Creates a poster based on a short descriptive text about the Earth by selecting the most important words and information, using imperatives, and correct spelling.

Listening

10. Understands main points from extended audiovisual materials such as such as short conferences, reports, short documentaries, and podcasts which contain a steady rate of speech and language worked on throughout the level.
11. Understands specific information from audiovisual materials such as conversations, interviews and short documentaries by answering more detailed information questions, sentence completion activities, classifying information in graphic organizers, and reorganizing information.
12. Understands varied instructions in class or the description of assignments aided by instruction checking questions (ICQs) by the teacher.
13. Identifies opinions on topics such as learning, tourism, and the Earth in audiovisual texts by analyzing context and language used with graphic organizers and comprehension questions.

Oral Production

14. Expresses his/her points of view about how technology affects our lives, advice for tourists, and climate change using complex sentences.
15. Expresses coherent ideas about learning, tourism, and the Earth by reporting and responding to specific information asked by classmates or the teacher using steady speech an correct expressions.
16. Describes tourist destinations from around the world building discourse by adding details and specifiying information using language notions studied.
17. Pronounces more confidently sounds such as contracted forms ('ve - 's - 'll), /hæftə/, /ʌ/, /ʊ/, /u:/ and applies contrastive stress and pausing at commas.

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Activities and Strategies

Receptive Skills*

- Predicting (pictures, titles, topics)
- Phrase and sentence completion
- Matching information: matching words, language chunks and definitions
- Skimming and scanning to locate specific details
- Classifying information in a chart or graphic organizer
- Reorganizing paragraphs
- Opinion questions based on text
- Finding synonyms
- Identifying language features in context: form, meaning, function, appropriacy and register of the text

Productive Skills

- Peer dictation / running dictation
- Scripted role plays
- Radio shows
- Interviews
- Gallery walk
- Shared writing (not as an assessment task!)
- Discussion
- Report information shared in class

TIPS

• Select vocabulary from the text to stimulate predictions. Students can anticipate the content of the text while enriching their lexis. This is a great pre-stage for listening and reading!

• Give students a checklist with the criteria to guide them in the process of peer editing to help them identify specific points related to layout, content and language errors. This will help them have a better base when it comes to analyzing their own production.

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Themes and Topics	Functions	Language Notions	CRITICAL THINKING
Learning • Modern discoveries • Your memory • Good learning habits • Problems with technology	• Comparing memory and learning techniques • Discussing new inventions • Discussing the reasons why some things have not yet been invented • Clarifying messages	**Grammar** Present perfect Present perfect and past simple **Lexis** School subjects: nouns Everyday technology: nouns and verbs Memory and learning: verbs, synonyms and antonyms Science and invention: nouns and verbs Email addresses and websites **Writing Elements** Writing a paragraph with a main argument and some supporting details A telephone message using imperatives **Pronunciation** *'ve / 's* Contrastive stress	• Identifying the main argument and supporting information in a text • Using questions to understand the context the writer took into account
Tourism • Going on holiday • Planning a holiday • Tourist destinations • Feedback	• Discussing advice for tourists • Planning a holiday • Describing tourist destinations • Analyzing and giving feedback	**Grammar** *Should/shouldn't* *Have to/ don't have to, can/can't* *Everywhere, somewhere, nowhere, anywhere* **Lexis** Types of holiday: nouns and verbs Tourism: nouns and verbs Use of take **Writing Elements** A tourist destination using description A feedback form using closed and open questions **Pronunciation** /hæftə/ /ʌ/, /ʊ/, or /u:/	• Identifying arguments for and against in a text • Analyzing how reality is depicted through texts
The Earth • Climate change • Exploring the Earth • Exploring other planets • Planning an event	• Discussing climate change • Describing places on Earth • Analyzing life on another planet • Expressing ideas about special days or events	**Grammar** *Will/won't* Definite article the or no article + names **Lexis** Measurements: nouns, abbreviations, and adjectives Land and water: nouns Use of how The Earth and other planets **Writing Elements** Creating a poster using important words and information from a text **Pronunciation** 'll Pausing at commas	• Analyzing words and phrases in a text to structure an argument • Identifying opinions in written texts and reacting to them



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Theme Development

- How has rapidly changing technology affected our lives both negatively and positively? In what ways has it affected younger and older generations?
- How has the memory process been affected by the daily use of technology?
- How does technology, specifically taking pictures to post or constant updates on various social media sites, affect our experiences while traveling? Are people missing out on the experience by always trying to 'capture the memories' through photos or recordings?
- Does your country have many tourists? What is your perception of them? How does tourism affect your city or country?
- What can we learn from how humans have negatively impacted the Earth so as not to repeat the same mistakes on another planet?
- Can technology fix global warming and climate change?

Suggested Sample Tasks

LEARNING

The teacher provides different texts (short articles or articles extracts, blog entries, etc.) on the topics of everyday technology and how it affects our lives (maximum five texts). Students are placed into groups and each group receives one of the texts. They work together on comprehension, use bilingual dictionaries or monolingual dictionaries to deal with unknown words and they identify the main argument and some supporting information in the text. They then form groups with students who read the other texts, share the main ideas from the texts they read, and answer specific comprehension questions together (provided by the teacher).

Using the information from the different texts read, students hold a discussion about the topic according to some guiding questions provided and their conclusions are presented to the class. Individually students then write a paragraph with a main argument and some supporting details about how technology affects our lives.

TOURISM

Students are going to research information for tourists in a country they choose or that is assigned to them. The idea is that each student or pair of students has a different country. Students should find out information about: visas and immigration, currency, languages, weather, the numbers to call in an emergency, etc.

Using the information researched, the students present to the class their tourist information on a poster. Then each student writes up what they have learned about the country they researched in an email of advice to a friend who is planning a holiday in that country.

THE EARTH

In pairs or small groups, students pick a country and research land and water in that country. Students should find out information on the principal mountains, rivers, lakes, deserts, etc., and the distance from the capital city to Medellín, Colombia. Students should find out information on the highest, longest, deepest land and water forms in that country. Students share the information with their classmates and fill out a graphic organizer with their classmate's information about their countries. As a class students discuss which country has the highest, longest, deepest land and water forms. Back in their original pairs or groups, students create a tourism poster highlighting these natural places in the country and present it to the class.

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