

Level Competences: Learners communicate effectively, efficiently, and creatively in English about a wide range of themes through the comprehension and production of diverse oral and written texts. During this stage, learners use the language as a tool for learning, thought and reflection about topics of their interest. They are aware of the fact that language learning is a life-long process and they effectively apply diverse strategies to make significant progress in their learning (C1 CEF).

Course Competences: Students can consciously select and use different grammar concepts to demonstrate understanding of connection between function and structure through a communicative approach by interacting, reacting to, and producing a variety of texts on topics related to how the world is changing in terms of interpersonal relationships, gender stereotypes and equality, and culture. During this course, students will analyze the language included in different types of discourse in a reflective and interpretive way, that is to say, asking why a speaker/writer has chosen certain words and structures and analyzing the connections between language use within a society and societal structures.

Theme	Theme Development Functions	Grammar Topics	Grammar in Use (Possible Outcomes)
	The functions are applicable to all of the topics. You do not need to carry out all the functions with each of the topics. Connect the function with the grammar you are introducing according to the topic of your choice.		
World trends <ul style="list-style-type: none"> Interpersonal relationships Gender stereotypes and equality Culture 	<p>Describing specific aspects of the course topics at present and how they have changed through time</p> <p>Talking about how the evolution of the world influences/affects the course topics</p> <p>Expressing facts and/or opinions about how the evolution has caused other customs/traditions to change or become extinct</p> <p>Discussing positive and negative trends about the course topics</p> <p>Talking about countries that are known for being a reference of cultural influence</p> <p>Giving and supporting opinions on what characteristics build a country's identity in relation to the course topics</p> <p>Stating your own position about specific aspects of the course topics</p> <p>Speculating about social and tech trends that could shape our future in relation to the course topics</p>	<p><u>Present tenses</u> Passive voice with present tenses</p> <p>Types of Clauses Adjective clause: a clause that modifies a noun or a pronoun. It uses relative pronouns such as: who, whom, whose, that, and which Adverb clause: a clause that modifies a verb, an adjective or an adverb. It tells when, where, how, why, to what extent, or under what condition. Noun clause: a clause used as a noun. It tells how, that, what, whatever, when, where, which, whichever, who, whom, whoever, whose, and why.</p> <p><u>Past tenses</u> Passive voice in the past</p> <p>Prepositions of time and duration Identifying and discussing when events occur, if events last until a specified time and/or how long they last. <i>At, in, on, about, around, as from/as of, between, during, for, from... till, since, over, throughout, until, up to now, within, etc.</i></p> <p><u>Future tenses</u> Passive voice with future tenses</p>	<p>Reflection paper in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Reflection on the most defining characteristics of a specific country and its influence worldwide.)</p> <p>Podcast with the students as “experts” on a topic in correlation to one or several of the aspects worked on in the theme development functions section.</p> <p>Opinion paper in correlation to one or several of the aspects worked on in the theme development functions section.</p> <p>Debate on a topic in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Opinion on whether social trends have positive and/or negative effects on the course topics.)</p> <p>Expository paper in correlation to one or several of the aspects worked on in the theme development functions section.</p>

	Making predictions about world trends in regards to <i>the course topics</i>	Conditionals a. Future real conditionals (if/unless) [if clause (present) + result clause (future)] b. Present and future unreal conditionals [if clause (simple past) + result clause (would, might, or could + base form of the verb)] c. Past unreal conditionals [if clause (past perfect) + result clause (would (not) have + past participle)]	Forum in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Can be carried out through recorded opinion, a message board, or as an online discussion as well as in-class.) (E.g. States findings and a position on positive and negative aspects of social and tech trends.)
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Subcompetences	Grammar functions (by)
To fully develop the grammar within the subcompetence, the grammar functions should be incorporated by following the process in the Contextualizing Grammar section.	
1. Appropriately uses and/or alternates past, present and future tenses to write and/or orally produce varied text types about the changes that interpersonal relationships, gender stereotypes, and culture have experienced over time.	- Showing understanding of the different tenses and aspects of the verbs in English, their similarities and differences in usage and function.
2. Makes accurate language choices depending not only on the situation but also on what he/she wants to say by making sense of grammatical combination of tenses and their purpose through written and/or oral production.	- Purposefully selecting and using different verb tenses according to the context, the speaker or author's intention, and the target audience. - Consciously making verb tense choices and/or combinations to show the timing of one event in relation to another.
3. Effectively applies different types of clauses to produce complex, connected written and/or oral statements, thoughts, facts and opinions about the influence of world trends on interpersonal relationships, gender stereotypes and culture (nationally or internationally).	- Showing understanding of what constitutes a clause and the different types, their similarities and differences in usage. - Purposefully selecting and using different types of clauses according to what they describe (noun, adjective, and/or adverb) and the intention of use. - Consciously using different types of clauses to create complete, complex statements, thoughts, facts and opinions.
4. Effectively uses the passive voice in present, past, and future to build written and/or oral discourse to express facts about changes or differences in the way that people have perceived interpersonal relationships, gender equality, and culture over time or to make predictions about world trends in regards to these three aspects.	- Showing understanding of the difference between active and passive voice and how the difference in usage can change the tone of the message and its function. - Purposefully selecting active or passive voice according to the focus of attention (the person/thing, or action) and the intention of use.

	<ul style="list-style-type: none"> - Consciously using the passive voice to enhance the meaning the speaker or author is trying to convey.
5. Effectively uses prepositions of time and duration in order to add detail and time sequencing to written and/or oral discourse in regards to issues about interpersonal relationships, gender stereotypes and/or equality, and cultural changes over time.	<ul style="list-style-type: none"> - Showing understanding of the different prepositions of time and duration, their similarities and differences in usage and function. - Purposefully selecting prepositions according to the focus of attention (e.g. time and/or duration) and the intention of use. - Consciously using prepositions of time and duration to express when an event takes place and specific time periods in a manner befitting the context.
6. Makes, analyzes, and supports written and/or oral discourse about the impact world trends have on different aspects such as interpersonal relationships, gender stereotypes and cultural changes by using real and unreal conditionals.	<ul style="list-style-type: none"> - Showing understanding of the different types of conditionals, their similarities and differences in usage and function. - Purposefully selecting conditionals to describe the result of real and/or unreal situations in the present, past, and future. - Consciously using the conditionals to discuss known factors or hypothetical situations and their consequences by expressing ideas concisely in terms of grammar and meaning.

Contextualizing Grammar

Ideas on how to develop the grammar topics in connection to the subcompetences and theme:

1. Previous knowledge:

Explore what students know about the grammar topic(s) already.

Consider this the same as any activating previous knowledge stage or pre-stage in terms of grammar analysis as the same as you would carry out with any other activity in a task. This does not mean asking students to simply tell you what the target language is, diagram or label an isolated sentence, or find errors in sentences they have never seen before, but rather to see if they can identify the target language in context or with questions prompts to demonstrate the target language in use. This will help you to gauge where your students are and where they need to go in terms of knowledge of the grammar topic(s) and usage.

2. Instruction (showing understanding):

According to the students' needs from the previous knowledge stage, present any needed instruction through context. Ensure that students understand the purpose/intention of the grammar choice the speaker made according to the meaning they want to convey (structure and function) from any examples given.

Discussion (showing understanding):

Help students to question and consider the different uses and the social implication of specific grammar structures and transform them to fit different meanings according to usage. In other words, help students become aware of the different uses and purpose when using specific grammar structures.

3. Practice (purposefully selecting):

Put the language in use with types of semi-controlled activities that prompt the student to interact in some way with the target language. This stage is a way to explain further the grammar topic(s) and open spaces to practice and work on the blurry lines among concepts.

4. Production (consciously using):

Guiding students to produce a response to a topic where they are able to show that they understood the grammar topic(s) studied through the use of the language in an intended, contextualized manner that reflects a freer practice and real world use.

Task: Interpersonal Relationships

Material for this task found in the Grammar folder on Colombo Virtual		TED Talk: Why relationships are the currency of the future Vocabulary sheet: Activating vocabulary Fact sheet: Why relationships are the currency of the future Comprehension worksheet: Why relationships are the currency of the future Rubric: Reflection paper Rubric (optional): Oral report (designed by the teacher)
Stage	Subcompetence(s) developed	Procedure
Lead in		Students brainstorm what comes to their mind when they see the phrase “Human connections” written on the board. Prompt students with words like socializing, interpersonal relationships, and social ties (If very few ideas are mentioned, they can use the internet to do some quick research). Also, elicit from them how important human connections are.
Activating previous knowledge		In groups, students discuss the following questions: * How has technology changed the way we communicate? * How have interpersonal relationships been affected by technology? Ask students to not only identify negative aspects, but positive aspects as well. Then, lead students to socialize the answers as a whole group and encourage them to express their opinions and points of view according to each answer.
Listening		<p>Pre: Write the title of the TED Talk on the board: <i>Why relationships are the currency of the future</i>. Have students predict and share their impressions about it.</p> <p>Cut out the words in the vocabulary sheet and hand one or two to students to discuss/look up the meaning in pairs (according to the number of students in the class). Allow some time for them to orally share the meanings and make corrections if necessary.</p> <p>While: Go over the questions and exercises on the <i>comprehension worksheet</i> to check that students understand them. Instruct students to watch the talk and individually answer the comprehension questions and do the exercises. Then have students compare their answers in pairs and agree on an answer for each question/exercise (play it a second time if necessary).</p> <p>Share answers as a whole group and write their different answers to the questions/exercises on the board. Then provide the students with the <i>Fact sheet</i> to double check the answers with those on the board. Go over any answers that are still unclear to students. Also have students expand on specific aspects that the questions ask by prompting them with follow-up questions.</p> <p>Post: Have students take a position about the impact technology has had on our social relationships (positive or negative) and make a final statement to express their position. Have students prepare some arguments to support their position as well.</p>
	Colombo Virtual Ideas	<ul style="list-style-type: none"> Share some links for your students to practice listening comprehension skills such as: note taking, listening for gist, listening for specific information, listening for detailed understanding, etc. Post on the platform different audiovisual texts on a specific issue regarding interpersonal relationships and instruct students to do

			comprehension exercises related to developing the listening comprehension skills aforementioned.
Grammar analysis	Grammar function by- Showing understanding of the different tenses and aspects of the verbs in English, their similarities and differences in usage and function.	Students are asked to identify the voice in the <i>fact sheet</i> (is it written in present, past, or future tense voice). From there, the students are prompted to identify verb tenses in the questions and answers in the <i>comprehension worksheet</i> (there are 5 in total). A list with those verb tenses is written on the board. (*To note: from this list, the teacher can identify which tenses the students seem to be more familiar with and which ones they may need more work on developing.) Facilitated by the teacher, the students brainstorm about the use and the structure of one of the tenses from the list as a whole group. Then, they are asked to analyze its purpose in the sentence, the author's intention of use, its structure in affirmative, negative and interrogative forms, and its signal words. Then, students are divided into groups of 2 or 3 (according to the number of students) and are assigned one of the remaining verb tenses for them to analyze the same aspects as they did in the example (present simple, present continuous, present perfect, passive voice with present tenses.)	
		Colombo Virtual Ideas	<ul style="list-style-type: none"> Share some links for your students to do exercises related to the use of different verb tenses in context. These exercises may include: reviewing the basics, knowing the parts of speech, word order, conjugating verbs properly, etc.
Semi-controlled grammar practice	Grammar function by- - Purposefully selecting and using different verb tenses according to the context, the speaker or author's intention, and the target audience. - Consciously making verb tense choices and/or combinations to show the timing of one event in relation to another.	Students give a brief explanation about the verb tense assigned to the class following these guidelines: -If applicable, use examples in affirmative, negative and interrogative forms in context (*remind students that some of these examples may already be present in the <i>fact sheet</i> from the previous stage). -Explain the purpose of the tense in the context of that particular example. -Explain what the author's intention is in the same example. -Present a new example or modify the same example to present the same tense with a different purpose and intention.	
Writing	1. Appropriately uses and/or alternates past, present and future tenses to write and/or orally produce varied text types about the changes that interpersonal relationships, gender stereotypes, and culture have experienced over time. 2. Makes accurate language choices depending not only on the situation but also on what he/she wants to say by making sense of grammatical combination of tenses and their purpose through written and/or oral production. ----- Grammar function by- - Consciously making verb tense choices and/or combinations to show the timing of one event in relation to another.	Based on the position they took in the post stage of the listening task, instruct students to write a reflection paper including the elements and features of this type of text. They should mention the main points in the text that they agree and/or disagree with and write their reaction to them. In this way, they can demonstrate that they are aware of the use and intention of the specific verb tense used to present that point.	

		Colombo Virtual Ideas	<ul style="list-style-type: none"> Give the students some links for models of reflection papers. After writing their text, students submit them to Colombo Virtual. Assign a grade, if it is for formal assessment purposes, and give feedback using Colombo Virtual as well.
Taking the Task Further: Integrating Additional Skills			
Speaking	<p>1. Appropriately uses and/or alternates past, present and future tenses to write and/or orally produce varied text types about the changes that interpersonal relationships, gender stereotypes, and culture have experienced over time.</p> <p>2. Makes accurate language choices depending not only on the situation but also on what he/she wants to say by making sense of grammatical combination of tenses and their purpose through written and/or oral production.</p> <p>-----</p> <p>Grammar function by- - Consciously making verb tense choices and/or combinations to show the timing of one event in relation to another.</p>	<p>Students reflect on how technology has affected their relationships with family members, friends, children, coworkers, classmates, etc. Then, they choose at least one relationship in their lives that has been improved and another that has been negatively affected. They could make connections to the main aspects mentioned in the talk, prepare some supporting ideas and then orally report them to the class.</p>	
		Colombo Virtual Ideas	<ul style="list-style-type: none"> Share the rubric through Colombo virtual and give individual feedback by using the tools to do so.

For formal assessment purposes	
Writing	Use the writing assessment rubric to give students a grade on the activity proposed in the task.
Speaking	Design a speaking assessment rubric to give students a grade on the activity proposed in the <i>Taking the Task Further</i> section.

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