

B1 Teacher Matrix

Life 3 Units
4 - 5 - 6

COURSES

Life's Changes and Adventures



Level Competences

Learners understand and produce more complex, meaningful, and complete texts to communicate and interact with others in an oral and written way on topics related to lifestyle, competitions, transportation, challenges, the environment, stages in life, work, technology, vacations, products, history, and nature. During this stage, learners have the opportunity to explore, learn, and adopt a more critical perspective about people and social life in their local context and in other regions and cultures. In addition, learners continue gaining confidence to use the English language for personal, academic, and professional purposes and acquire or strengthen their own strategies to work more autonomously on their learning process. **(Courses 9 to 12, B1 CEF)**

Course Competences

Learners understand different types of texts related to topics such as **challenges, the environment, and stages in life**. They can produce more complex, connected texts to interact with others in oral and written ways by using the forms of the language more 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 adventurers, true life survival stories, recycling, managing the environment, celebrations around the world, and life changes, all of these analyzed taking into account different perspectives and

Subcompetences

The student...

Reading



1. Begins to make right word choices from different definitions provided when looking up words in monolingual dictionaries in a more autonomous way.
2. Reads and understands general, specific and detailed information from articles, surveys, advertisements, diagrams, interviews, etc.
3. Shows understanding of the information found in narrative, descriptive, and expository texts by working through different strategies and/or activities according to the course level ***(see receptive skills box on next page)**.
4. Identifies different people's viewpoints and key information to discriminate between more or less important ideas as a means of support in different narrative, descriptive, and expository texts by using graphic organizers and answering questions.

Writing



5. Writes narrative texts implementing different stages of the writing process independently and incorporating the characters' influence in the development of the story.
6. Writes narrative texts related to challenges, the environment, and stages in life by expressing a sequence of events or experiences including a problem and resolution through descriptive language to enhance the story.
7. Writes narrative texts about adventure, the environment, and stages in life with appropriate punctuation, past tenses, quantifiers, future forms, present continuous, personal qualities, negative prefixes, etc.
8. Writes an email to express a request or to give instructions including language notions such as formal language, polite phrase expressions.
9. Writes a report of a survey by expressing ideas clearly and concisely, summarizing information and/or results, presenting a conclusion, including statistics with quantifiers and percentages and correct spelling.

Listening



10. Understands the main points of extended audiovisual materials such as talks, interviews, documentaries and radio programs 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.
11. 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)**.
12. Takes notes on information from extended audiovisual materials by using different note taking strategies such as charts, diagrams, and bullet point lists with guidance from the teacher.
13. Identifies the main events of decisions made on topics such as challenges, the environment, and stages in life by analyzing context and language used with graphic organizers and answering questions.

Oral Production



14. Expresses his/her point of view about challenges, the environment, and stages in life with extended complex sentences and supporting information.
15. Expresses elaborate ideas about challenges, the environment, and stages in life by comparing and contrasting ideas, giving explanations, responding to additional questions of detail and using a steady rate of speech which allows for error correction pauses.
16. Describes, discusses and compares celebrations from around the world building discourse by using information previously researched, their own experiences, and language concepts studied such as lexis, past simple, past continuous and future forms where applicable.
17. Pronounces more confidently sounds such as /d/, /t/ or /ɪd/, /ðə/ or /ði:/, /tə/ and applies sentence stress, intonation, and contracted forms.



Activities and Strategies

Receptive Skills*

- Discriminating between more or less important ideas
- Determining cause and effect relationships
- Comparing and contrasting ideas
- Summarizing and classifying information in a chart or graphic organizer
- Predicting (pictures, titles, topics)
- Skimming and scanning to locate specific details
- Reorganizing paragraphs
- Finding synonyms
- Identifying language features in context: form, meaning, function, appropriacy and register of the text

Productive Skills

- Discussion and debate
- Back-to-back description activity
- Interviews
- Radio shows
- Simulations
- Gallery walk
- Writing reaction to the information presented
- Asking questions to revise writing
- Reporting information shared in class

TIPS

- Just like shared writing, we can try a shared summary! After students have read a text, get them in groups and give them a piece of paper. When indicated, everyone begins writing a retell of the story on their own paper. When a timer rings, each writer passes their paper to their right. Students need to read what has been written and continue the story from that point. The idea is to continue until the paper returns to the original writer who is in charge of the conclusion. Fun and collaborative!
- Go beyond role playing by using the simulation strategy. Students are given a situation but retain their own personas and are not required to pretend to be someone else. Through this, students can express their thoughts in a more spontaneous way and produce more effective communication.



Themes and Topics	Functions	Language Notions		CRITICAL THINKING
Challenges <ul style="list-style-type: none"> Adventurers Challenge yourself An impossible decision Survival stories 	<ul style="list-style-type: none"> Discussing adventurers' stories Describing personal qualities Analyzing decisions and discussing outcomes Telling stories Reacting to story outcomes 	Grammar Past simple Past continuous	Lexis Personal qualities: adjectives Risks and challenges Verbs and nouns	<ul style="list-style-type: none"> Looking for evidence Analyzing the main events of a text to form an opinion about decisions made
The Environment <ul style="list-style-type: none"> Recycling Managing the environment Raising awareness Online shopping 	<ul style="list-style-type: none"> Discussing recycling around the world Analyzing ways to manage the environment Discussing ways to raise awareness Analyzing online shopping and its process 	Grammar Countable and uncountable nouns Quantifiers a/an, the, or no article	Lexis Materials Recycling Hyphenated words Results and figures Use of <i>take</i>	<ul style="list-style-type: none"> Determining and understanding meaning through close reading Formulating questions and seeking answers to them while reading
Stages in Life <ul style="list-style-type: none"> Stages in life Life changes Celebrations around the world Rites of passage 	<ul style="list-style-type: none"> Analyzing the stages in life Discussing life changing decisions Describing celebrations around the world Comparing celebrations that symbolize coming of age 	Grammar Verb patterns with <i>to</i> + infinitive Future forms: <i>going to</i> , <i>will</i> and present continuous	Lexis Life events Stages in life Celebrations Use of <i>get</i> Synonyms	<ul style="list-style-type: none"> Identifying key information in a text Recognizing different perspectives in descriptive writing
		Writing Elements A short story	Pronunciation /d/, /t/ or /ɪd/ was - were Intonation for responding	
		Writing Elements A report of a survey Emails using formal language	Pronunciation /ðə/ or /ði:/ Sounding friendly	
		Writing Elements A description using adjectives to add interest	Pronunciation /tə/ Contracted forms Emphasizing words	





Theme Development

- How do the varying ages of certain rites of passage in different cultures shape a person's own qualities?
- How can adventurers raise environmental awareness and/or help others during their adventures?
- How do developed countries' recycling and 'green' habits affect less developed countries, both their people and the environment?
- What is the perception of recycling and being 'green' in countries around the world including your own?
- How do different societies and cultural influence dictate the stages in a person's life? How similar or different are they to yours?
- Are there particular stages in our life when we generally make good decisions and bad decisions? How do these decisions impact our future?

Suggested Sample Tasks

CHALLENGES

In pairs or groups of three, students are given information cards with short survival stories on them. The following are some websites where some of these stories can be found: <http://goo.gl/VOTGZZ> - <http://goo.gl/JsrcF3>.

Student A will read his/her card and then tell student B about the survival story only using the card as reference. Then student B will do the same with their card. After both students share a couple of stories from the cards, together they talk about what personal qualities they think those survivors possess and the descriptive qualities of the story.

Then the pairs or small groups are given a series of pictures (a storyboard of pictures depicting an adventure gone wrong). The students create a descriptive survival story from the pictures provided. They share their story with the class or with another pair or group. Finally, students write their own true survivor story, keeping in mind that these circumstances can happen anywhere like work or home, or they can relate to a personal health issue. Encourage students to be more descriptive in their storytelling with grammar concepts like adverbs and lexis studied in class.

THE ENVIRONMENT

In groups, students prepare 5-6 questions for a class survey about personal recycling habits and being 'green'. The group members split up and join other groups so they can survey their classmates. Then the original group meets again to compile all of their survey data in a graph like a pie chart, bar graph, etc. On a poster, they will share with the class their graph presenting the survey information. As a class, the students will analyze the data from each group's graph drawing conclusions from the information presented. From these conclusions, students will individually write a formal email to the government's environmental agency to report on the survey and raise awareness about the situation.

STAGES IN LIFE

In a back to the board exercise, half of the students sit with their back to the board and the other half face the board. The teacher shows a series of pictures of different rites of passages from cultures around the world. The student has to describe what is happening or what they think is happening in the pictures to the best of their ability. The other student takes notes. Students should switch positions half way through the pictures so they each have a turn describing the pictures. Once all the pictures are seen, the teacher asks some question prompts about each picture and asks the students who took notes on the descriptions to share with the class what their classmate described to them. Then the teacher shows everyone the picture and any additional details are discussed. At the end, the teacher asks the students what these pictures have in common, what they think they are going to discuss in class, and what some common rites of passage in Colombia are.

Students are given detailed short texts on some of the rites of passages presented in the pictures and they fill out a graphic organizer about the readings. They get together and compare answers. After, students use their notes from the back to the board exercise and the graphic organizer from the readings to have a class debate or discussion about whether these rites of passage should still be practiced in the 21st century.



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