***English Squad* Unit 1A**

**LEARNING OUTCOME 1.1 Exchange personal information in basic conversations using vocabulary and specific structures.**

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| **GENERAL IDENTIFICATION DATA** | | | | |
| **Initial Interaction in English** | **Submodule:** | **Date:** | **Institution:** | **Campus name:** |
| **School term:** | **Semester:** | **Estimated hours:** | **Training program:** | **Teacher’s name:** |
| **CONTENTS** | | | | |
| **Purpose of the subject:** Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. | | | | |
| **Competence:** Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields.) | | | | |
| **Expected learning outcomes:**   * Students activate previous knowledge. * Students understand the use of verb to be in present simple in affirmative form and personal pronouns to describe people. * Students write and upload to an online blog a short dialog in which they use greetings and the questions *What's your name? Where are you from? How old are you?* and *How do you spell…?* in order for them to get to know other individuals. * Students use possessive adjectives to talk about their relationship with family members. | | | | |
| **Evidence of learning:** A written dialog uploaded in an online blog in which they use greetings and the questions *What's your name?* *Where are you from? How old are you?* and *How do you spell…?* in order for them to get to know other individuals. | | | | |
| **Component:** Communication and interpersonal relationships. Integration of learning communities. | | | | |
| **Generic competencies:**  7. The student has initiative and interest to learn throughout his / her life.  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | |
| **Disciplinary competencies:**  2. The student evaluates a text and compares its content with others, taking into consideration previous and new knowledge.  11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.  4. The student produces texts based on the normative use of the language, considering intention and communicative situation. | | | | |
| **Socioemotional skills:** Self-awareness | | | | |
| **Specific content:** Verb *to be*, subject pronouns, possessive adjectives, alphabet, and numbers 1-50. | | | | |

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| **Learning activities** | | | | | | | | | | |
| **Presentation** | | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1**  **Activity A**  The teacher leads a warm-up introductory game, intended to recall and learn the names of the class members. | - soft ball  - *English Squad* TG p.9 | Students participate in a game for learning names. | - *English Squad* SB p.6 |  | Teacher assessment | Diagnostic | Observation guide |  |
| **Lesson 1**  **Activity B**  Teacher asks students to work in pairs to link pictures to a specific expression in order to activate previous language. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.9 | Students, in pairs, link the classroom language expressions to the corresponding pictures. | - *English Squad* SB p.6  - *English Squad*  Student’s Digital Component: Unit 1A | Activity answered | Elicit answers | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity C**  Teacher plays an audio file and asks students to answer the questions and identify greetings and useful language to introduce oneself. | - music player  - board  - markers  - notebook  - pencil  - *English Squad* TG p.10  - *English Squad* Teacher’s Digital Component: Class audios, track 2 | Students answer the listening comprehension questions in their notebook and activate previous knowledge on greetings. | - *English Squad* SB p.7  - *English Squad*  Student’s Digital Component: Class audios, track 2 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity D**  Teacher plays the audio file so that students can recognize the right sound of the letters in English.  Then teacher asks students to spell their own name to their partners for about one minute. | - music player  - board  - markers  - notebook  - pencil  - *English Squad* TG p.10  - *English Squad* Teacher’s Digital Component: Class audios, track 3 | Students repeat the alphabet in order to verify the sound of each letter. Then they spell their own name to as many partners as possible in about one minute. | *- English Squad* SB p.7  - *English Squad* Student’s Digital Component: Class audios, track 3 |  | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2 Activity A**  Teacher asks students to form groups and stand up in circles. Each student gives an introduction and has to say the name of the person on their right. | - *English Squad* TG p.13 | Students participate in a game for learning names. | - *English Squad* SB p.10 |  | Teacher assessment | Peer assessment | Observation guide |  |
| **Lesson 2 Activity B** Teacher plays audio track with numbers.  Teacher asks students to peer review the list of numbers. | - music player  - board  - markers  - notebook  - pencil  - *English Squad* TG p.13  - *English Squad* Teacher’s Digital  Component: Class audios, track 5 | Students complete the activity and compare results with partners for peer review. | - *English Squad* SB p.10  - *English Squad* Student’s Digital Component: Class audios, track 5 | Activity answered | Continuous / diagnostic | Peer assessment | Observation guide |  |
| **Lesson 2 Activity C**  Teacher asks students to brainstorm ideas about the concept of visas for visiting other countries.  Teacher plays audio track for a visa application for a model of asking for and providing personal information. | - music player  - board  - markers  - *English Squad* TG p.13  - *English Squad* Teacher’s Digital  Component:  Class audios, track 7 | Students brainstorm ideas on the topic of getting a visa for visiting other countries.  Students listen to someone filling out a visa application and complete the form. Then students compare results among peers. | - *English Squad* SB p.10  - *English Squad* Student’s Digital Component:  Class audios, track 7 | Activity answered | Continuous | Teacher assessment  Peer assessment |  |  |
| **Lesson 2 Activity D**  Teacher asks students to answer the activity about the use of possessive adjectives by inferring from the models provided. Extra or previous practice can be conducted using the Language Guide. | - board  - markers  - pencil  - *English Squad* TG p.14 | Students answer the activity about the function of possessive adjectives. | *- English Squad* SB p.11 and Language Guide p.80 | Activity answered | Continuous | Self-assessment | Observation guide |  |

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| **Learning activities** | | | | | | | | | | |
| **Practice** | | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1**  **Activity E**  Teacher asks students to read the examples to complete the sentences by figuring out the rules of the verb *to be* based on the examples.  Teacher may explain the contractions to students. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.10 | Students read the blue box and choose the correct option about the correct form of the verb *to be*.  If there are any doubts, or for extra practice, they may go to the Language Guide. | *- English Squad* SB p.7  and Language Guide p.80 | Activity answered | Elicit answers | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity F**  This activity may be linked to Activity E.  Teacher leads a whole class activity where students complete the table with the correct forms of the verb *to be.* | - board  - markers  - notebook  - pencil  - *English Squad* TG p.10 | Students complete the table with the correct forms of the verb *to be*. | - *English Squad* SB p.7 and Language Guide p.80 | Activity answered | Continuous | Self-assessment |  |  |
| **Lesson 1 Tryout**  Teacher asks students to individually complete the six activities of the Tryout section. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section. They may check answers in pairs. | - *English Squad* SB p.9 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Lesson 2 Activity E**  Teacher asks students to complete a table about the use of possessive adjectives collectively as to compare results and discuss any differences. Have students practice and clarify any doubts by completing the Grammar Drill for Unit 1A, Lesson 1. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.14  - *English Squad* Teacher’s Digital Component: Answered Grammar Drills for Unit 1A, Lesson 1 | Students complete the table as a group as to discuss and settle any differences. Students may have extra practice drills on the Digital Component. | - *English Squad* SB p.11  - *English Squad* Student’s Digital Component:  Grammar Drills Unit 1A, Lesson 1 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2 Activity F**  Teacher asks students to complete a dialog with key words to provide personal information.  Teacher may form pairs for peer correcting the dialog and reading aloud.  Teacher may ask pairs to role play the dialog with their own information in anticipation to the following production activities. | - board  - markers  - pencil  - *English Squad* TG p.14 | Students complete the dialog with words from a box. In pairs, students verify and discuss answers and read aloud the conversation.  Additionally, students role-play the conversation replacing details with their own information. | - *English Squad* SB p.11 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2 Tryout**  Teacher asks students to individually complete the six activities of the Tryout section. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section. | - *English Squad* SB p.13 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |

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| **Teaching**  **(teacher)** | **Teaching materials** | **Learning**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1 Activity G**  Teacher organizes a meeting session where students go around the classroom introducing themselves to everyone they meet. | - notebook  - pencil  - markers  - board  - *English Squad* TG p.11 | Students go around the classroom introducing themselves to every partner they meet. | - *English Squad* SB p.8 | Introductory conversations and list of greetings compiled. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 1**  **Activity H**  **Self -assessment** Teacher asks students to complete the graphic organizer about their progress. If time allows, teacher may ask random students to share their results with the class. | - notebook  - pen  - marker  - board  - *English Squad* TG p.11 | Students complete the self-assessment graphic organizer. Before completing it, students reflect on their own learning process during the lesson. | - *English Squad* SB p.8 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity I**  **Socio-emotional skills**  Teacher asks students to answer the sentences. Then teacher asks volunteer students to share their answers and leads a respectful conversation with the rest of the class.  Teacher works with students to complete the *Knowing Myself* socio-emotional skills worksheet. | - notebook  - pencil  - *English Squad* TG p.11  - Teacher’s Digital Component: Teaching notes for Socio-emotional Skills worksheet, Unit 1A, *Knowing Myself* | Students, complete the sentences with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | - *English Squad* SB p.8  - *English Squad*  - Student’s Digital Component: Socio-emotional Skills worksheet, Unit 1A, *Knowing Myself* | Activity answered.  *Knowing Myself* worksheet answered. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity J**  **Socio-emotional skills**  Teacher asks students to work in pairs sharing more information about themselves. | - notebook  - pencil  - *English Squad* TG p.11 | Students share personal information with their partners. | - *English Squad* SB p.8 |  | Continuous | Peer assessment | Observation guide |  |
| **Lesson 2 Activity G**  Teacher leads pairs of students to interview each other in order to obtain basic personal data and complete a card.  For checking answers, teacher may organize a quick game or activity where students share their results with the rest of the class. | - *English Squad* TG p.14 | Students, in pairs, take turns to interview each other. They fill out the information card with their basic personal data.  Students share the results of the previous interview as part of a conversation activity. | - *English Squad* SB p.11 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| Before activity H, teacher may lead students to create, all together, their own personal blog. | - computer  - projector  - markers  - board  - notebook  - pencils | Students follow the lead of the teacher to create their own personal blog. If students need extra help, they may visit the suggested website. |  |  |  |  |  |  |
| **Lesson 2 Activity H**  Teacher asks students to write the interview from Activity 6 as the first entry of their blogs. It is important that teacher reminds students to proofread their work before publishing it. | - computer  - projector  - markers  - board  - notebook  - pencils  - *English Squad* TG p.15 | Students write the conversation they had with their partners in Activity 6 as the first entry of their blog. It is important that students proofread their work before publishing it. | - *English Squad* SB p.12 | Entry with personal information, uploaded to a blog. | Continuous assessment  Formative assessment | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2 Activity I**  Teacher asks students to change pairs and check their interviews from Activity G. Then, to upload it to a blog. | - computer  - projector  - markers  - board  - notebook  - pencils  - *English Squad* TG p.15 | Students check their written conversations with other peers, correct them and upload it to a blog. | - *English Squad* SB p.12 | Entry with personal information, uploaded to a blog. | Continuous assessment  Formative assessment | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2 Activity J**  **Self- assessment**  Teacher asks students to complete the self-assessment table. If time allows, teacher may ask random students to share their results with the class. | - marker  - board  - notebook  - pencil  - *English Squad* TG p.15 | Students read through the self-assessment table. Before completing it, students reflect on their own learning process and experience with the activities in the lesson. | - *English Squad* SB p.12 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity K**  **Socio-emotional skills**  Teacher asks students to complete the sentences with their own information. Then teacher asks volunteer students to share their answers and lead a respectful conversation about them.  As a complement, the teacher may do with the students the *Body Relaxation* worksheet. | - notebook  - pencil  - *English Squad* TG p.15  - *English Squad* Teacher’s Digital Component: Teaching notes for Socio-emotional Skills worksheet Unit 1A, *Body Relaxation* | Students complete a series of sentences with their personal data, then share their answers and lead a respectful conversation with their peers. | - *English Squad* SB p.12  - *English Squad* Student’s Digital Component: Socio-emotional Skills worksheet, Unit 1A, *Body Relaxation* | Activity answered.  *Body Relaxation* worksheet answered. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity L**  **Socio-emotional skills**  Teacher asks students to reflect upon different personal information they would like to share with the class. After eliciting some different answers, teacher leads a respectful conversation about the topics. | - notebook  - pencil  - *English Squad* TG p.15 | Students check the personal information from Activity K, after some reflection they answer the question with more personal details they would like to share with the class.  For concluding, volunteer students share their answers to be respectfully discussed with the whole class. | - *English Squad* SB p.12 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** |  |

***English Squad* Unit 1A**

**Learning Outcome 1.2** Writes basic texts that include information about occupations and daily routines.

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| **GENERAL IDENTIFICATION DATA** | | | | |
| **Initial Interaction in English** | **Submodule:** | **Date:** | **Institution:** | **Campus name:** |
| **School term:** | **Semester:** | **Estimated hours:** | **Training program:** | **Teacher’s name:** |
| **CONTENTS** | | | | |
| **Purpose of the subject:** Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. | | | | |
| **Competence:** Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields.) | | | | |
| **Expected learning outcome:**   * Students are required to use verb *to be* in present simple, in its interrogative form to get information from other people. * Students design a survey to get information about a person's occupation by asking about his / her name, age, and objects that the interviewed individual uses at work. * Students use the affirmative form of verb to be in present simple as well as personal pronouns to provide their own information in written form. | | | | |
| **Evidence of learning:** A survey to know about people's occupations. | | | | |
| **Component:** Communication and interpersonal relationships. Integration of learning communities. | | | | |
| **Generic competencies:**  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.  8. The student participates and collaborates effectively in groups.  7. The student has initiative to learn throughout his / her life. | | | | |
| **Disciplinary competencies:**  1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.  11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. | | | | |
| **Socioemotional abilities:** Self-awareness: Identity | | | | |
| **Specific content:** Verb *to be* third person singular. Verb *to be* in all its forms (affirmative, interrogative, and negative). *Wh-* questions, definite and indefinite articles. | | | | |

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| **Learning activities** | | | | | | | | | | |
| **Presentation** | | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning material** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3 Activity A**  The teacher leads a warm-up introductory game, intended to recall the names of the class members and reinforce spelling. | - *English Squad* TG p.17 | Students participate in a game for learning and spelling names. | - *English Squad* SB p.14 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3 Activity B**  Teacher asks students to read an article. Students underline all the words that look or sound similar to Spanish.  Then teacher leads a class discussion about how cognates help them understand the rest of the text and how useful they are for learning a language. | - board  - markers  - pencil  - *English Squad* TG p.17 | Students read an article looking for cognates, or words in English that are similar to Spanish.  Students participate in a discussion about the usefulness and convenience of finding cognates in a text for understanding general meaning. | - *English Squad* SB p.14 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3 Activity C**  After the discussion, teacher asks students to read the text again in order to answer the reading comprehension questions.  For checking results, teacher leads a whole class conversation where studentsshare and discuss their answers as a class. | - board  - markers  - pencil  - *English Squad* TG p.17 | Students answer the questions after reading the text one more time.  Then they participate in a class discussion to compare results. | - *English Squad* SB p.14 | Check answers as a class. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3 Activity D**  Teacher opens the activity by asking students how they know if a sentence is a statement or a question. Teacher writes ideas on the board.  Then, as part of the main conversation, teacher asks students to choose the correct answers to the statements to infer the rule to make questions with the verb *to be*. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.18 | Students participate in a brainstorm about the characteristics of verb *to be* questions. Then complete the activity about the position of the verb *to be* in interrogative and affirmative forms.  Allow them time to check Language Guide, if necessary. | - *English Squad* SB p.15 and Language Guide p.80 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity A**  Teacher asks students to form groups and write down their names in pieces of paper, fold them and put them in a bag. In turns, each student draws a paper from the bag and describe the person by mentioning his / her qualities, while the rest try to guess the answer. | - *English Squad* TG p.21 | Students try to guess other classmates by means of the description of their qualities in a respectful way. | - *English Squad* SB p.18 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity B**  Teacher asks students to complete a table by classifying words in three categories (country, nationality, and occupation).  If necessary, students may go to the visual dictionary on page 87.  Results may be discussed in a whole class conversation. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.21 | Students identify occupations and nationalities. Then they classify the words in the box into countries, nationalities, and occupations.  For concluding, students compare results in a whole class conversation. | - *English Squad* SB p.18 and Visual Glossary, p.87 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity C**  Teacher opens the activity by asking students to listen to a conversation in order to complete personal information in some profiles.  Then, depending on the class, teacher may lead a whole class conversation or join groups to compare results. | - music player  - notebook  - pencil  - *English Squad* TG p.21  - *English Squad* Teacher’s Digital  Component: Class audios, track 9 | Students, in groups, complete the profiles after listening to a conversation. Then they compare their results with other groups or in a whole class conversation focusing on understanding any differences in their results. | - *English Squad* SB p.18  - *English Squad* Student’s Digital Component:  Class audios, track 9 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity D**  Teacher writes on the board the basic question words (*what, where, when, how*) in order to have a brief discussion about their function with students. Students may already know them. If that be the case, they may answer the activity at the same time or they may do it at the end as a conclusion.  Allow time for students to check the Language Guide if needed. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.22 | Students match the question words to their definitions after discussing and reflecting on their meaning. | - *English Squad* SB p.19 and Language Guide p.80 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |

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| **Learning activities** | | | | | | | | | | |
| **Practice** | | | | | | | | | |
| **Teaching**  **(teacher)** | **Teaching materials** | **Learning**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3 Activity E**  Teacher asks students to answer Activity D by completing the affirmative sentences with the correct form of the verb *to be* and then turning those sentences into the interrogative form.  The teacher forms pairs so that students discuss and compare their results.  Finally, students share their results to the whole class to be discussed and compared. Have students practice and clarify any doubts by completing the Grammar Drills for Unit 1A, Lesson 2. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.18  - *English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 1A, Lesson 2 | Students complete the table individually then, in pairs, discuss and compare their results. Then students participate in a whole class conversation for setting the final results. | - *English Squad* SB p.15  - *English Squad* Student’s Digital Component:  Grammar Drills, Unit 1A, Lesson 2 | Check answers as a class. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3 Activity F**  Teacher forms pairs where each student reads a different profile and then ask each other questions about their profile. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.18 | Students, in pairs, read the different profiles and then ask questions in order to get to know their characters. They may ask all the questions for each profile in a row or they may take turns asking one question at a time. | - *English Squad* SB p.15 | Student’s carry on a conversation monitored by the teacher for observation notes. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3 Tryout**  Teacher asks students to individually complete the six activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - *English Squad* SB p.17 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Lesson 4 Activity E**  Teacher asks students to complete some questions with the correct question word. For further practice, have students complete the Grammar Drills for Unit 1A, Lesson 3.  Teacher asks volunteer students to read the results for verification. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.22 | Students complete the questions by writing the right question word. Allow time for students to complete the Grammar Drills for Lesson 3. Then, volunteer students read the results for verification and comparison. | - *English Squad* SB p.19  - *English Squad* Student’s Digital Component:  Grammar Drills, Unit 1A, Lesson 3 | Check answers as a class. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity F**  Before the activity, teacher asks students to read the Language section. With that information, students complete some sentences with the right article.  Depending on the time, the complete activity can be done as part of a whole class activity. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.22 | Students read the Language box and go to the Language Guide on page 81 for further explanation.  Then they choose the right article (*a, an, the*) to complete the sentences. | *- English Squad* SB p.19 and Language Guide p.81 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity G**  Students play charades for practicing the different forms of questions covered so far. One student thinks about a famous person, the rest of the group asks questions in order to guess the name of the person. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.22 | Students take turns to ask questions that will help them to guess the name of the person sitting in front.  Students take turns to correct the sentences. | *- English Squad* SB p.19 | Conversation monitored by teacher for observation notes. | Continuous | Self-assessment  Peer assessment  Teacher assessment | Observation guide |  |
| **Lesson 4 Tryout**  Teacher asks students to individually complete the five activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | *- English Squad* SB p.20 | Check answers as a class. | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |

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| **Learning activities** | | | | | | | | | | |
| **Production** | | | | | | | | | |
| **Teaching**  **(teacher)** | **Teaching materials** | **Learning**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3 Activity G**  Teacher asks students to write the conversation they had with their partners about the profiles in Activity F. Even if they are repeating the conversation it would be a good idea to suggest to students that they correct any mistakes they find. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.19 | Students write in their books the conversation they created in Activity F.  It would be a good idea to draft the conversation in their notebooks as to proofread any possible mistakes. | *- English Squad* SB p.16 | Written dialog to ask and give information about others. | Continuous | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3 Activity H**  Teacher asks students to change partners and repeat the questions they already have to get to know the new partner. The new partner may help them find mistakes they didn’t notice before. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.19 | Students repeat the questions from Activity G with another partner. | *- English Squad* SB p.16 | Written dialog to ask and give information about others. | Continuous | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3 Activity I**  **Self-assessment** Teacher asks students to answer the self-assessment questions. If time allows, teacher may ask random students to share their results with the class. | - notebook  - pencil  - marker  - board  *- English Squad* TG p.19 | Students read through the self-assessment questions. Before answering them, students reflect on their own learning process and experience with the activities in the lesson. | *- English Squad* SB p.16 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity J**  **Socio-emotional skills**  Teacher asks them to complete a table with information about themselves. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them.  For reinforcement the teacher asks students to complete the Self-awareness worksheet *Share Your Skills.* | - notebook  - pencil  - *English Squad* TG p.19  - *English Squad* Teacher’s Digital Component: Teaching Notes for Socio-emotional Skills worksheet, Unit 1A, *Share Your Skills* | Students reflect about their own qualities and expectations (about things they would like to improve), and complete the table. Then they share the information with the class who listens in a respectful manner. | - *English Squad* SB p.16  - *English Squad* Student’s Digital Component: Socio-emotional Skills  Worksheet, Unit 1A, *Share Your Skills* | Activity answered and Self-awareness worksheet *Share Your Skills.* | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity K**  **Socio-emotional skills**  Teacher asks students to form small groups and reflect upon their qualities and desires from Activity J, then to portrait themselves in 10 or 20 years and share their answers and reasons with their peers. | - notebook  - pencil  - *English Squad* TG p.19 | Students reflect upon their future and share their expectations in small groups. | - *English Squad* SB p.16 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4 Activity H**  Teacher asks students to complete the activity by deciding on what kind of questions they will ask to obtain specific information during an interview for a survey.  With the questions ready, teacher asks students to go through the classroom and interview several partners in order to make a comparison of results.  Teacher may ask students to upload their questions as a new entry of their blog. | - notebook  - pencil  - marker  - board  *- English Squad* TG p.23 | Students read the statements and decide on the correct question to ask for that particular information.  Once the questions are ready, students interview several partners in order to compare particular information.  If required, students may upload their questions as a new blog entry of their blogs. | *- English Squad* SB p.20 | A survey to know about people's occupations. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4 Activity I**  With the surveys ready, teacher asks students to read their answers in order to compare results and determine the most popular future occupation. | - board  - markers  - notebooks  - pencils  *- English Squad* TG p.23 | Students read aloud and compare their results from the previous activity.  They need to determine the most popular future occupation.  Students could include the result as part of their latest blog entry. | *- English Squad* SB p.20 | Statistical conclusion written with the interview or uploaded to the personal blog. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4 Activity J**  **Self -assessment** Teacher asks students to complete a self-assessment table. If time allows, teacher may ask random students may share their results with the class. | - notebook  - pencil  - marker  - board  *- English Squad* TG p.23 | Students read through the self-assessment aspects in the table. Before answering them, students reflect about their own learning and experience with the activities in the lesson. | *- English Squad* SB p.20 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity K**  **Socio-emotional skills**  Teacher asks students to answer the questions with information about themselves. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.23 | Students, after some reflection, answer the self-awareness questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.20 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity L**  **Socio-emotional skills**  Teacher asks students to form small groups and reflect upon their qualities and desires, then to portrait themselves in 10 or 20 years and share their answers and reasons with their peers. | - notebook  - pencil  - *English Squad* TG p.23 | Students reflect upon their future and share their expectations in small groups. | - *English Squad* SB p.20 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Project**  Teacher leads the students in the realization of the Project related to information and communication technologies. | - computer  - notebooks  - board  - markers  -*English Squad*  TG p.25-26 | Students carry on the Project including the self-assessment rubric | *- English Squad* SB pp.22-23 | Use of technology to enhance web-based learning.  Project: Electronic résumé. | Final evaluation | Teacher assessment  Peer assessment | Rubric Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** |  |