***ENGLISH SQUAD*  UNIT 2B**

**LEARNING OUTCOME 2.3 Describes places of interest and gives instructions to get to a place.**

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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:**  Technology, information, communication, and learning. | | | | |
| **Expected learning outcome:**   * Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described is the one that best adapts to their needs. | | | | |
| **Evidence of learning:**  Students write and upload to an online blog seven sentences describing and comparing gadgets. | | | | |
| **Component:**  Technology and human development.  Creation and responsible usage of the information for learning.  Web-based learning. Creation of contents for learning. Use of technology to enhance web-based learning. | | | | |
| **Generic competencies:**  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | |
| **Disciplinary competencies:**  11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.  12. The student uses information and communication technologies to do research, solve problems, produce materials, and share information. | | | | |
| **Socioemotional skills:** Self-awareness (Goals) | | | | |
| **Specific content:** Demonstrative adjectives. Computers. Superlative adjectives. | | | | |

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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 1**  **Activity A**  Teacher asks students to stand in a circle. They throw a ball to one another, the one who catches it has to say a gadget and an adjective that describes it. The next one has to say another gadget and compare it to the previous one. | *-* ball  *- English Squad* TG p.65 | Students throw a ball to each other comparing different gadgets. | *- English Squad* SB p.66 |  | Continuous | Self-assessment  Peer assessment  Teacher assessment | Observation guide |  |
| **Lesson 1**  **Activity B**  Teacher plays the audio of a conversation about gadgets. Teacher leads students to match the pictures to the extracts and then discuss the use of *this, that, these, those.* | - board  - markers  - notebook  - pencil  *- English Squad* TG p.65  *- English Squad* Teacher’s Digital Component: Class audios, track 22 | Students listen to a conversation and then match the pictures to the extracts written below. Then they will discuss the use of demonstratives (*this, that, these, those*). | *- English Squad* SB p.66  *- English Squad* Teacher’s Digital Component: Class audios, track 22 | Students check answers in pairs | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1 Activity C**  Teacher asks students to read the text and answer the questions in their notebooks. The last question is an expression of personal ideas. Teacher forms pairs so that students can discuss their selection.  Volunteer students may share their results in the end. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.65 | Students read the text and answer the questions. Then they discuss their selection with a partner. It is important to respect everyone’s opinion. | *- English Squad* SB p.66 | Students answer individually and check answers in pairs | Continuous | Self-assessment  Peer  assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

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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 1**  **Activity D**  Teacher asks students to go back to the text on page 66 and asks them to focus on the words in bold. Based on their observations, they answer the activity to infer the rules to form superlatives. If necessary, students can check the Language Guide on page 86.  Students may share and discuss results during a whole class conversation. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.66 | Students analyze the words in bold in the text they read on page 66. They answer the questions based on what they can see on the words in bold. If necessary, students can check the Language Guide on page 86. Finally, they share their results in a whole class conversation. | *- English Squad* SB p.67 and Language Guide on page 86 | Check answers as a class | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1 Activity E**  In order to set the rules and characteristics, teacher asks students to complete the table about the superlative form of adjectives. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.66 | Students complete the table of the superlative form of adjectives. It is important to be careful with the spelling of some adjectives. | *- English Squad* SB p.67 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1 Activity F**  As a final setting of the topic, teacher asks students to complete the sentences with the right form of the superlative adjectives. Then, teacher forms pairs so to compare and discuss their results. For further practice, have students complete the Grammar Drills for Unit 2B, Lesson 1. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.66  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 2B, Lesson 1 | Students complete the sentences with the right form of the superlative adjectives. Then they compare and discuss their results with a partner. For further practice on comparative and superlatives, have students complete the Grammar Drills, Unit 2B, Lesson 1. | *- English Squad* SB p.67  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2B, Lesson 1 | Drills completed | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **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.69 | Check answers as a class | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

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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 1 Activity G**  Teacher asks students to read the email and discuss it as a whole class so to establish the context. Teacher asks students to reply to the email with at least four sentences. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.67 | Students reply to an email about the ideal gadget for a friend. After delimiting the context with the class, they will write four sentences. It is important to use real information, so some research will be necessary for this activity. | *- English Squad* SB p.68 | Answer to an email with four sentences for recommendation | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 1**  **Activity H**  Teacher forms small groups so to discuss about three electronic gadgets. It is important to promote a clear comparison with other gadgets in order to reach a conclusion. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.67 | In a group conversation, students talk about three gadgets they prefer and justify their preference by comparing them to other equivalent gadgets. | *- English Squad* SB p.68 | Conversation about gadgets monitored for observation notes | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity I**  **Self-assessment**  Teacher asks students to complete the table about their learning during the lesson. If time allows, teacher may ask random students may share their results with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.67 | Students complete the self-assessment table. Before answering them, students reflect about their own learning during the lesson. | *- English Squad* SB p.68 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson**  **Activity J**  **Socio-emotional skills**  Teacher asks students to complete the Socio-emotional skills statements and the Socio-emotional skills worksheet *Map to my Goal*. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.67  *- English Squad* Teacher’s Digital Component: Teaching notes for the Socio-emotional skills worksheet *Map to my Goal* | Students answer the Socio-emotional skills questions and *the Map to my Goal* Socio-emotional skills worksheet with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.68  *- English Squad* Student’s Digital Component:  Socio-emotional skills worksheet *Map to my Goal* | Worksheet completed | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity J**  **Socio-emotional skills**  Teacher asks students to read and reflect upon the Socio-emotional Skill question. Then, answer it individually.  Finally, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.67 | Students answer the Socio-emotional skills questions with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.68 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

***ENGLISH SQUAD*  UNIT 2B**

**LEARNING OUTCOME 2.3 Describes places of interest and gives instructions to get to a place.**

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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:** Reading, writing, speaking, and listening. | | | | |
| **Expected learning outcome:**   * Students read a tourist guide of a city and recognize the most important places to ask information about them. * Students use prepositions of movement to express how to get to some places. * Students use *there is* and *there are* to talk about public spaces. * Students use questions and directions to get to different public spaces. * Students use vocabulary about the name of different places. * Students use *Wh-* questions to ask for directions on how to get to a place. * Students write, perform, and tape a sketch in which they ask for the existence of eight different public venues and get directions to arrive to three of those places. | | | | |
| **Evidence of learning:**  A video portraying people asking about the existence of eight different places in a city and ask for directions to get to those places. | | | | |
| **Component:**   * Reading, writing, and oral production as learning sources and abilities practice. * The importance of reading to writing production. * The importance of reading to writing in based arguments. | | | | |
| **Generic competencies:**  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | |
| **Disciplinary competencies:**  4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.  12. The student uses information and communication technologies to do research, solve problems, produce materials, and share information. | | | | |
| **Socioemotional abilities:** Self-awareness (Goals) | | | | |
| **Specific content:** Places around town. Direction and movement collocations. Prepositional phrases (place). Questions to ask for directions, Means of transportation. Verbs of motion (collocations). Sequence words. | | | | |

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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 2**  **Activity A**  Teacher asks students to form pairs and point and name different objects at different distances. | *- English Squad* TG p.69 | In pairs, students point and name different objects using demonstrative adjectives. | *- English Squad* SB p.70 | Elicit answers | Continuous | Self –assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity B**  Teacher plays a conversation so that students can follow and mark a route explained on a map. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.69  *- English Squad* Teacher’s Digital Component: Class audios, track 24 | Students mark the route and share their results with a partner. | *- English Squad* SB p.70  *- English Squad* Student’s Digital Component: Class audios, track 24 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity C**  Teacher asks students to mark the numbered places on the map with a name from the previous activity. If time is not an issue, teacher asks students to discuss whether these places exist in their own neighborhood. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.70 | Students match the places from the map in Activity B to their name. Then, students discuss if those places exist in their own neighborhood. | *- English Squad* SB p.71 | Check answers as a class | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity A**  Teacher asks students to form small groups. In turns students ask the directions to different places in the school, while the one on the right answers. | *- English Squad* TG p.73 | In small groups students ask and answer about the directions to different places of the school. | *- English Squad* SB p.74 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity B**  Teacher asks students to match the name and pictures of some places with their definition.  Teacher may ask students to compare their results in pairs. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.73 | Students write the name of different places. They can use the images as a reference.  Students may check results with a partner. | *- English Squad* SB p.74 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity C**  Teacher plays an audio with a conversation where directions are asked and given, and asks students to answer comprehension questions. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.73  *- English Squad* Teacher’s Digital Component: Class audios, track 26 | Students answer the questions based on the conversation. | *- English Squad* SB p.74  *- English Squad* Student’s Digital Component: Class audios, track 26 | Check answers as a class | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity A**  Teacher asks students to form a circle. Students throw a ball to each other and spell different words given by the teacher. | *- English Squad* TG p.77 | In turns students throw a ball to each other while trying to spell different vocabulary words given by the teacher. | *- English Squad* SB p.78 | Elicit answers | Continuous | Self-assessment  Peer  Assessment  Teacher assessment | Observation guide |  |
| **Lesson 4**  **Activity B**  Teacher asks students to label pictures of means of transportation with words from a box. Teacher asks students to check in pairs and to add any other means of transportation they know. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.77 | In small groups, students label the pictures with a word from the box. They may join a partner as to check and discuss their results, as well as adding any other means of transportation. | *- English Squad* SB p.78 | Elicit answers | Continuous | Self-assessment  Peer  assessment | Observation guide |  |
| **Lesson 4**  **Activity C**  Teacher plays the audio of a conversation and asks students to check Daniela’s (conversation character) recommendations.  Teacher may ask for a quick pair comparison for checking results. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.77  *- English Squad* Teacher’s Digital Component: Class audios, track 27 | Students listen to a conversation paying attention to Daniela’s recommendations.  They may verify their results in a quick comparison with a partner before the next activity. | *- English Squad* SB p.78  *- English Squad* Student’s Digital Component: Class audios, track 27 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity D**  Teacher plays the conversation again. Teacher asks students to take notes in order to explain the directions to arrive to the places that were checked.  Teacher may ask volunteers to share their results with the class. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.78  *- English Squad* Teacher’s Digital Component: Class audios, track 27 | Students listen to the conversation again in order to take notes. Then with a partner, they explain each other the directions for going to the recommended places.  Volunteer students share their explanations with the class. | *- English Squad* SB p.79  *- English Squad* Student’s Digital Component: Class audios, track 27 | Check answers in pairs | Continuous | Self-assessment  Peer  Assessment | Observation guide |  |
| **Lesson 4**  **Activity E**  Teacher leads a whole class conversation in order to set some expressions from the previous activities. Volunteer students complete the phrases and the whole class confirms its correction. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.78 | Volunteer students complete the phrases with expressions from the conversation. The rest of the class confirms the correction of the phrases. | *- English Squad* SB p.79 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

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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 2**  **Activity D**  Teacher may ask students to act out the directions before matching the columns. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.70 | Students act out the directions and match the columns. | *- English Squad* SB p.71 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity E**  Teacher points out the arrows in the table and asks students to complete the column with the direction of the arrows. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.70 | Students complete the table with direction words. It is important to observe the arrows in order to write the right direction.  Students may go to the Language Guide on page 86, if necessary. | *- English Squad* SB p.66 and Language Guide p.86 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2 Activity F**  In order to practice and clarify directions expressions, teacher asks students to complete Activity F. For further practice on giving directions, have students complete the Grammar Drills, Unit 2B, Lesson 2. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.70  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 2B, Lesson 2 | Students select the right choice in order to set the expressions. Activity is reviewed. For further practice on giving directions, students complete the Grammar Drills Unit 2B, Lesson 2. | *- English Squad* SB p.71  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2B, Lesson 2. | Check answers in pairs.  Drills completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2 Tryout**  Teacher distributes among students the Direction and Movement Collocations photocopiable to clarify concepts and then 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 | Teacher distributes among students the Direction and Movement Collocations photocopiable to clarify concepts. Then they 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.73 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment  Teacher’s evaluation | Observation guide  Tryout section |  |
| **Lesson 3**  **Activity D**  Teacher asks students to read the examples in the yellow box and take them as a reference for matching the two columns. If necessary, they check the Language Guide on page 87. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.74 | Students read the examples in the yellow box as a reference for matching the columns.  If necessary, they check the Language Guide on page 87. | *- English Squad* SB p.75 and the Language Guide p.87. | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3 Activity E**  As a part of a whole class conversation about the questions for location, distance, and directions, the teacher asks volunteers to complete the sentences aloud. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.74 | Students complete the questions and some volunteers read them aloud as part of a whole class conversation. | *- English Squad* SB p.75 | Check answers as a class | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity F**  Teacher asks students to write the right questions for the answers provided to practice the question words for location, distance, and directions they just learned. Teacher asks volunteer students to share their questions with the whole class. For further practice on asking for and giving directions, have students complete the Grammar Drills, Unit 2B, Lesson 3. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.74  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 2B, Lesson 3 | Students write questions for the answers and volunteer students read them for the whole class.  For further practice on asking for and giving directions, have students complete the Grammar Drills, Unit 2B, Lesson 3. | *- English Squad* SB p.75  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2B, Lesson 3 | Grammar Drills completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity G**  Teacher leads students to have a conversation about the location of places on the map. Teacher highlights the use of the prepositions in the pinknote. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.74 | Students read the pink note. With those prepositions, students talk about the location of places on the map. Volunteer students may share their results to the whole class. | *- English Squad* SB p.75 | Elicit answers | 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.77 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment  Teacher’s evaluation | Observation guide  Tryout section |  |
| **Lesson 4**  **Activity F**  Teacher asks students to read the examples in the yellow box (taken from the input audio in Activity C) and take them as a reference for underlining the right answer about sequence words. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.78 | Students read the examples in the yellow box as a reference for underlining the right answer.  They may go to the Language Guide on  page 87, if necessary. | *- English Squad* SB p.79 and the Language Guide p.87. | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity G**  As part of a whole class activity, teacher asks for volunteers to complete some instructions with sequence words. Teacher asks the rest of the class to correct the sentences, if necessary. For further practice on giving and writing instructions to get to a place using sequence words, have students complete the Grammar Drills, Unit 2B, Lesson 4. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.78  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 2B, Lesson 4 | Volunteer students complete the instructions using the right sequence words. The whole class discusses the instructions and provides the appropriate feedback.  For further practice on giving and writing instructions to get to a place using sequence words, have students complete the Grammar Drills, Unit 2B, Lesson 4. | *- English Squad* SB p.79  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2B, Lesson 4 | Grammar Drills completed | Continuous | Self-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.81 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment  Teacher’s evaluation | Observation guide  Tryout section |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

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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 2**  **Activity G**  Teacher asks students to go to the map on page 72 and have a conversation about the places in it. It may be done as a game where one student asks for a place and the second student needs to give the right directions to get to it. For further practice on how to ask for and give directions, play the Unit 2B Video and have students fill in the *Video Activities* worksheet to guide students to have a conversation about how to get to a place. | - DVD player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.70  *- English Squad* Teacher’s Digital Component: Unit 2B, Video and *Answered* *Video Activities* worksheet | Before students have a conversation about the places on the map on page 72, students may watch the Unit 2B Video and work with the *Video Activities* worksheet as a guide for them to have a conversation about how to get to a place. Then they take turns asking and answering questions and focus on giving the right directions for reaching the different places. | *- English Squad* SB p.71  *- English Squad* Student’s Digital Component:  Video and *Video Activities* worksheet | *Video Activities* worksheet completed  Role-play conversation | Continuous  Mid-term evaluation | Self-assessment  Peer assessment  Teacher Assessment | Rubric  Observation guide |  |
| **Lesson 2**  **Activity H**  Teacher asks students to choose one place and one origin on a map based on the conversation of the previous activity.  Then, teacher asks students to write the full directions in their notebook. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.71 | Students write in their notebook the full directions for going from one place to another on the map. | *- English Squad* SB p.72 | Sentences for giving directions around a city | Continuous  Mid-term evaluation | Self-assessment  Peer assessment  Teacher Assessment | Rubric  Observation guide |  |
| **Lesson 2**  **Activity I**  Teacher asks students to share their answers from Activity H with their partners, discuss them and correct them. | *- English Squad* TG p.71 | Students to share their answers from Activity H in pairs and leads a respectful conversation about them. | *- English Squad* SB p.72 | Conversation | Continuous  Mid-term evaluation | Self-assessment  Peer assessment  Teacher Assessment | Rubric  Observation guide |  |
| **Lesson 2**  **Activity J**  **Self-assessment** Teacher asks students to answer the Self-assessment prompts. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.71 | Students complete the Self-assessment prompts about their performance in Lesson 2. After that, ask them to reflect on their own learning process during the lesson. | *- English Squad* SB p.72 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity K**  **Socio-emotional skills**  Teacher asks students to complete the Self-awareness worksheet  *Where can I go when I feel…?* and answer the question in their notebooks. If time allows, teacher may ask random students to share their ideas with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.71  *- English Squad* Teacher’s Digital Component: Teaching notes for Socio-emotional skills worksheet  *Where can I go when I feel…?* | First, students complete the Self-awareness worksheet  *Where can I go when I feel…?* andthen, answer a question about their goals and obstacles and share them. | *- English Squad* SB p.72  *- English Squad* Student’s Digital Component:  Socio-emotional skills worksheet  *Where can I go when I feel…?* | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity L**  **Socio-emotional skills**  Teacher asks students to answer the question in their notebooks individually. Then, teacher ask random students to share their ideas with the class for a discussion. | *- English Squad* TG p.71 | Students reflect upon their hobbies and answer the question, then, they discuss their ideas as a class | *English Squad* SB p.72 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity H**  Teacher gets students to work into pairs and asks them to read the instructions carefully. Teacher leads students to create a written conversation about asking for and giving directions based on a map provided. | - board  - markers  - notebook  - pencil  *English Squad* TG p.75 | Students write a conversation where a local resident gives directions to a tourist for reaching three places on the map. It is important to use the three different types of questions learned. | *English Squad* SB p.76 | Three questions for asking for directions | Continuous  evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity I**  Teacher asks pairs to exchange their written conversations with another pair. Then, teacher asks them to role-play the other pair’s conversation. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.75 | Students exchange their conversations and role-play the conversation of another pair. | *- English Squad* SB p.76 | Role-play of conversations | Continuous  Mid-term evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity J**  **Self-assessment**  Teacher asks students to complete the statements about the lesson. If time allows, teacher may ask random students to share their results with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.75 | Students complete the self-assessment statements. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.76 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity K**  **Socio-emotional skills**  Teacher has students complete the Socio-emotional skills worksheet *My Future Self-Portrait* and then asks them to answer the Socio-emotional skills statements at the end of Lesson 3. | - notebook  - pencil  *- English Squad* TG p.75  *- English Squad* Teacher’s Digital Component: Teaching notes for the Socio-emotional skills worksheet *My Future Self-Portrait* | First, students complete the  Socio-emotional skills worksheet *My Future Self-Portrait*.  Next, they answer the Socio-emotional skills questions in Lesson 3 with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.76  *- English Squad* Student’s Digital Component:  Socio-emotional skills worksheet *My Future Self-Portrait* | Socio-emotional skills worksheet *My Future Self-Portrait*  completed | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity L**  **Socio-emotional skills**  Teacher asks students to answer the question individually. Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* TG p.75 | Students answer the question individually. Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.76 | Class conversation | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity H**  Teacher asks students to go through the places they can see on the map on page 80.  Then, teacher leads students to establish a starting point and to take turns asking for and giving directions for going from one place to another on the map. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.78 | After reviewing the places on the map and selecting a starting point, students take turns to ask for and give directions to each other in order to explore the different elements of the map. | *- English Squad* SB p.79 | Conversation (questions and answers) for directions | Continuous  Mid-term evaluation | Self-assessment  Peer  assessment  Teacher Assessment | Rubric  Observation guide |  |
| **Lesson 4**  **Activity I**  Once small groups are formed, the teacher leads students to follow the instructions to write the script of a conversation: first, define the context, the elements, and the order they will be included in their script.  Then, teacher asks them to write the script and to rehearse it several times before proceeding to record a video. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.79 | Students, in small groups, prepare the video of a tourist asking for directions around their hometown. First, they define the places to visit, the starting point, and the general itinerary to follow. Finally, they write the script giving clear directions and rehearsing it as many times as necessary.  When it is ready students record their video. | *- English Squad* SB p.80 | Video of a tourist asking for directions around the student’s hometown | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4**  **Activity J**  Teacher asks students to exchange their scripts for other groups to check them. Each group applies the required corrections. | *- English Squad* TG p.79 | Students exchange their scripts in order to improve them. | *- English Squad* SB p.80 | Corrected scripts | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4**  **Activity K**  **Self-assessment**  Teacher asks students to answer the questions about the lesson. If time allows, teacher may ask random students to share their results with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.79 | Students answer the self-assessment questions. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.80 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity L**  **Socio-emotional skills**  Teacher asks students to complete the Socio-emotional skills worksheet  *I can.* Then, teacher asks students to complete the Socio-emotional skills statements in Lesson 4’s final activity. Finally, if time allows, have volunteer students share their answers and lead a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.79  *- English Squad* Teacher’s Digital Component: Teaching notes for the Socio-emotional skills worksheet *I can* | First, students complete the Socio-emotional skills worksheet *I can* and then answer the Socio-emotional skills statements at the end of Lesson 4 with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.80  *- English Squad* Student’s Digital Component:  Socio-emotional skills worksheet *I can* | Socio-emotional skills worksheet *I can* completed | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity M**  **Socio-emotional skills**  Teacher asks students to reflect upon the question and answer it individually. Then, teacher may ask random students to share their results with the class. | *- English Squad* TG p.79 | Students answer the questions. Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.80 | Class conversation | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Project**  Teacher leads the students in the realization of the Cross -curricular Project related to information and communication technologies. | - computer  - notebooks  - board  - markers  - *English Squad*  TG p.81-82 | Students carry on the Cross-curricular Project including the self-assessment rubric. | *- English Squad* SB pp.82-83 | Use of technology to enhance web-based learning.  Project: Travel guide blog about the students’ community | Final evaluation | Teacher assessment  Peer assessment | Rubric  Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |