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اعتماد منهاج مادة "اللغة الانكليزية "

لمستوى التكميلية المهنية السنة الاولى والسنة الثانية

الذي يؤدي لنيل شهادات رسمية في المديرية العامة للتعليم المهني والتقني

إن المديرية العامة للتعليم المهني والتقني بالتكليف،

بناءً على المذكرة الادارية رقم ٢٠١٩/م/٦٥ تاريخ ٢٠١٩/٠٥/٢٤ (قبول طلب المدير العام بالتكليف للتعليم المهني والتقني

إعفاء من تكليفه بهذه المديرية العامة وتكليف مدير المعهد الوطني للعناية التمريضية بمهام المدير العام لها)،

بناءً على المرسوم رقم ٨٣٤٩ تاريخ ١٩٩٦/٠٥/٠٢ (تنظيم المديرية العامة للتعليم المهني والتقني)،

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بناءً على اقتراح رئيسي المصلحة الفنية بالتكليف ومصلحة التأهيل المهني بالتكليف،

تقرر ما يأتي:

المادة الأولى: يُعتمد في المديرية العامة للتعليم المهني والتقني، المنهاج المرفق بهذا القرار العائد لمادة " اللغة الانكليزية "

لمستوى التكميلية المهنية السنة الاولى والسنة الثانية ، الذي يؤدي لنيل شهادة رسمية .

المادة الثانية: يُنشر هذا القرار في الجريدة الرسمية ويُعمل به فور صدوره.

٧ تموز ٢٠٢٦

الدكوانه في:

المديرية العامة للتعليم المهني والتقني

د. هنادي بري

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MODERNIZED CURRICULUM ENGLISH LANGUAGE

VOCATIONAL BREVET (BP) FIRST YEAR (BP1) & SECOND YEAR (BP2)

INTRODUCTION

The **Vocational Brevet** English curriculum is designed to **address** the unique **linguistic needs of students pursuing vocational qualifications**. This curriculum aims to **provide learners with essential communication skills** required to **excel in both their professional careers and daily interactions**. By **focusing on practical and applicable language use**, the curriculum supports students across diverse vocational fields, **enabling them to confidently navigate the language demands** of their chosen trades.

The course provides **comprehensive training in reading, writing, speaking, and listening**, with a strong emphasis on the **terminology and grammar** necessary for effective communication in professional contexts. Each lesson is accompanied **by interactive activities and real-world tasks** that foster a deeper understanding of the language, making learning both practical and engaging.

This course is **structured to ensure a smooth and progressive learning journey**, transforming language acquisition into a dynamic and productive experience. Furthermore, the course **integrates essential principles of citizenship, social behavior, and communication, with the following primary goals:**

- To **enhance students' ability to articulate technical concepts and ideas** clearly in English, both in **written** and **spoken** forms.
- To **promote the development of critical thinking, analytical skills, and responsible citizenship, preparing students** for both **professional and personal success**.

OBJECTIVES OF THE ENGLISH LANGUAGE COURSE

The **2-year BP curriculum** aims to **equip students with the necessary proficiency in English** for practical application in real-life scenarios and professional settings, including the Higher Classes. **Over the two-year BP curriculum**, students will **progress from basic language acquisition to more confident and practical use of English in everyday and professional contexts**. The **focus on receptive** (listening and reading) and **oral** (speaking and pronunciation) skills, as well as **writing skills**, is fundamental to building basic communication and written abilities. The aim of this 2-year curriculum is to **take learners systematically through the appropriate methods and strategies**, the required **resources**, and to leave them at a stage **where they can**:

- **Acquire and expand basic vocabulary** related to common professional contexts, including tools, procedures, and common interactions within a workplace.
- **Understand and use essential terminology** in professional settings, such as job-related instructions, schedules, and safety guidelines.
- **Develop the ability to understand and use basic expressions** for daily interactions.
- **Engage in simple conversations**, asking and answering questions on familiar topics.
- **Build confidence in expressing** opinions, needs, and preferences in routine situations.
- **Improve comprehension of clear speech** in everyday and professional contexts.
- **Understand the main points** in short messages related to familiar topics.
- **Practice using simple phrases** to describe personal details, routines, and work tasks.
- **Participate in straightforward conversations**, asking for and providing information.
- **Develop the ability to read and understand short texts** related to everyday life and professional contexts.
- **Identify specific information** in texts and follow written instructions.
- **Write short texts and fill in basic forms** with personal details.
- **Compose letters or emails** on immediate topics.

LEARNING OUTCOMES

YEAR 1: LEVEL A1

In the first year of the BP program, Level A1 students acquire basic English skills for everyday and professional situations. By the end, students should achieve the following outcomes:

RECEPTIVE SKILLS:

LISTENING

- Understand **familiar words** and very **basic phrases** when people speak slowly and clearly.
- Follow **simple instructions**.
- Understand **greetings** and **basic interactions** in everyday situations.
- Identify **specific information**, such as numbers, names, dates, and times, in short listening tasks.

READING

- Read and understand **short, simple texts** like signs, labels, and **short personal messages**.
- Understand **familiar names, words, and basic phrases**.
- Locate **specific information**, such as names, dates, and times, in short written material.
- Read **simple dialogues or short texts** related to daily routines or familiar topics.

PRODUCTIVE SKILLS

SPEAKING

- Introduce themselves, describe their **personal background**, and **communicate basic needs**.
- Engage in **brief conversations** on familiar topics.
- Express **opinions, preferences, and needs**.
- Pronounce **words clearly** in basic interactions.
- Use **correct intonation and stress**.

- **Repeat phrases accurately.**
- **Ask and answer simple questions.**

WRITING

- **Write simple phrases and sentences** with correct word order.
- **Use familiar words and phrases** related to everyday situations.
- **Write short paragraphs and messages.**
- **Write lists**, such as a shopping list or daily schedule.
- **Fill in forms** with **personal information**.
- **Acquire and use basic vocabulary** related to their field.

VIEWING SKILLS

(Understanding Visual Media)

- **Understand visual instructions** like pictograms.
- **Follow the main idea and key details** in short video content.

YEAR 2: LEVEL A1+

In the second year of the BP program, students at Level A1+ will build on their foundational language skills to enhance their ability to communicate effectively in everyday and professional settings.

By the end, students should achieve the following outcomes:

RECEPTIVE SKILLS

LISTENING

- **Understand slightly longer, clear speech** about familiar topics.
- **Follow simple dialogues** in everyday situations (e.g., ordering food, asking for directions).
- **Identify the main topic** in short listening exercises (Listening for Gist).
- **Understand short exchanges** between two speakers.

- **Answer questions based on short audio** texts or dialogues.

READING

- **Read slightly longer texts**, such as postcards, emails, or short stories about familiar topics.
- **Identify simple descriptions** of people, places, or events in texts.
- **Answer questions about main ideas and details** after reading short passages.
- **Read and understand simple instructions.**

PRODUCTIVE SKILLS

SPEAKING

- **Participate in simple, short conversations** about everyday topics.
- **Express your basic likes/dislikes, and your preferences.**
- **Describe simple events or personal experiences.**
- **Engage in simple role-plays.**
- **Pronounce common words and phrases clearly**, with **basic use of intonation** in questions and statements.

WRITING

- **Use a slightly more varied vocabulary.**
- **Use simple linking words** like "and," "but," and "because" to connect ideas.
- **Express basic likes and dislikes** in writing.
- **Write short, simple descriptions** of objects, places, or people.
- **Compose short, clear messages or notes**, such as simple emails or text messages, focusing on everyday needs.

VIEWING SKILLS

- **Understand the meaning of basic visual elements** (e.g., signs, symbols, and images) in everyday contexts, such as public transportation, workplace environments, or digital interfaces.

- **Grasp the main ideas and specific details** in short, simple video clips or presentations, such as instructional videos or advertisements.
- **Identify key information** from charts, maps, or diagrams, such as locations, quantities, or steps in a process.

CURRICULUM DELIVERY

Language teachers today must **go beyond traditional methods**, introducing diverse strategies to effectively train students. While "Chalk and Talk" remains a foundational approach, it is essential to **incorporate techniques that emphasize communication, soft skills, and life skills** to foster comprehensive student development.

A participatory teaching-learning approach is key. Teachers should **create opportunities for students to engage** in discussions, **explore** concepts, and **practice skills**, particularly those **related to their vocational fields**. This approach not only enhances skill development but also encourages active participation, making the learning process more dynamic and interactive.

To enhance their own effectiveness, English language teachers should focus on refining their communication skills, both verbal and nonverbal. The **use of visual aids, clear chalkboard work**, and the **thoughtful organization of content** are crucial for delivering engaging and well-structured lessons. **Strong presentation skills** are vital for effectively conveying information and maintaining student interest.

Innovative teaching methods play a significant role in modern education, not only improving the quality of learning but also empowering students. Some key strategies include:

- **E-Learning:** E-learning tools, such as emails, blogs, and chat platforms, have become increasingly popular due to their user-friendliness and accessibility. While these tools are valuable for supplementing traditional lectures, they should be used to enhance, rather than replace, face-to-face instruction.
- **Audio and Visual Materials:** Integrating audio-visual materials into lessons helps clarify complex concepts and improves student understanding. These resources make learning more engaging and help students grasp difficult ideas more easily.
- **Team Collaboration:** Promoting teamwork in the classroom encourages students to learn from each other. Collaborative projects allow students to share knowledge and support one another, leading to a more well-rounded and effective learning experience.

By embracing these methods, teachers can significantly enhance the learning environment, making education more effective and empowering for students.

ASSESSMENT

The **assessment** for the 2-year BP program is designed to **evaluate students' progress in language and communication skills**, ensuring they are **equipped with the competencies needed** for both vocational and everyday contexts. The assessment approach **should be comprehensive, continuous, and aligned** with the **learning outcomes** for each year.

1. Continuous Formative Assessment

- **Class Participation:** Regular assessment of students' engagement in class activities, including discussions, role-plays, and group work
- **Quizzes and Short Tests:** Frequent quizzes are implemented to assess comprehension of vocabulary, grammar, listening, and reading skills. These quizzes increase in complexity from basic to more advanced content over the two years.
- **Oral Assessments:** Evaluation of speaking skills through tasks such as dialogues, presentations, and oral responses, progressing from basic to more detailed communication
- **Written Assignments:** Short writing tasks such as sentence construction, reports, emails, and work-related documents, with a focus on clarity, coherence, and grammatical accuracy
- **Viewing Tasks:** Assessment of students' ability to interpret and respond to visual materials, such as signs, diagrams, and technical drawings

2. Summative Assessment

- **End-of-Term and Final Exams (20%):** Comprehensive exams at the end of each term and final year, assessing listening, reading, writing, and speaking skills at the appropriate levels (A1, A1+)
- **Practical Projects and Simulations (15%):** Hands-on projects and simulated tasks that reflect real workplace scenarios, assessing the practical application of language and vocational skills

- **Portfolio Review (10%):** A compilation of students' work over the two years, including assignments, projects, and reflections, providing a holistic view of their progress

To ensure a smooth transition between the first and second years of the BP programme, students are required to sit for end-of-year examinations. Upon successful completion of BP1, students progress to BP2. Upon successful completion of BP2, students progress to BP3, in accordance with the progression requirements established under Decree No. 3784. The BP pathway continues through BP4, leading to the official Brevet Professionnel (BP) qualification.

The language curriculum in this program aligns with the Common European Framework of Reference for Languages (CEFR), focusing on the development of the core language skills: speaking, reading, writing, and listening. Over the two-year course, students are expected to gradually progress from A1 in the first year to A1+ by the end of the second year. By the completion of the second year, students will have fully attained A1 proficiency and begun advancing toward A1+ level, preparing them for further studies in their vocational track.

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ENGLISH PROGRAM FOR THE TWO YEARS OF VOCATION BREVET(BP)

	General Competences	Objectives
First Year	Communication Competence • Basic Interaction: Engage in simple conversations using single words or short phrases. • Comprehending Simple Phrases: Understand and respond to basic greetings and common expressions. • Introducing Oneself: Provide basic personal information, such as your name and nationality. Linguistic Competence	Unit 1: Communication By the end of this unit, students should be able to: • Greet and introduce themselves and others confidently. • Talk and discuss family relationships and personal experiences. • Describe and characterize people effectively: a family member or a friend. • Share information about their own lives, passions, and interests. • Talk about their habits and daily routines.

- **Basic Vocabulary:** Use everyday vocabulary related to personal information and surroundings.
- **Simple Grammar Structures:** Construct basic sentences using the present simple tense.
- **Pronunciation Practice:** Work on pronouncing familiar words clearly.

Cultural Awareness

- **Familiarity with Social Norms:** Gain awareness of basic social norms in English-speaking environments.
- **Cultural Comparisons:** Recognize differences between cultures.

Professional and Digital Competence

- **Introduction to Workplace Language:** Learn basic professional language and common job titles.
- **Simple Task Execution:** Follow simple instructions to complete tasks.
- **Introduction to Digital Tools:** Start using basic digital tools for learning.
- **Recognizing Digital Symbols:** Understand visual information on digital platforms.

Learning to Learn

- **Developing Study Habits:** Begin to establish simple study routines, such as regular vocabulary review and practicing speaking with peers.
- **Using Learning Resources:** Learn to use basic resources, such as word lists, flashcards, and online practice exercises, to support language learning.

Unit 2: Sports

By the end of this unit, students should be able to:

- Identify vocabulary related to different types of sports.
- Identify and categorize sports based on their characteristics.
- Discuss personal sports practices, focusing on how often they engage in physical activities.
- Practice using adverbs of frequency and time expressions.
- Express emotions and feelings associated with sports.
- Discuss the positive impacts of sports on health and well-being.

Unit 3: Shopping and Money

By the end of this unit, students should be able to:

- Introduce common shopping vocabulary to peers.
- Help identify items in a shopping context.
- Ask for and give prices.
- Practice using numbers and currency terms.
- Describe products by size, color, and quality.
- Express quantities.
- Apply vocabulary in shopping scenarios.
- Practice basic customer service interactions.

Unit 4: City Life

By the end of this unit, students should be able to:

- Introduce city vocabulary.
- Identify places of interest.
- Ask for directions.
- Practice navigating using prepositions.
- Describe the city's weather.
- Apply vocabulary to restaurant contexts.
- Practice ordering food and drinks in a cafe or restaurant.

Unit 5: Travel and Tourism

		By the end of this unit, students should be able to: - Express where they are from and where they are going. - Write a simple postcard from a travel destination. - Describe various landscapes using adjectives and descriptive phrases. - Share their own travel experiences, focusing on visits to tourist attractions. - Practice speaking and writing about past experiences in a coherent and engaging way. - Express their travel plans, describe destinations, and share their travel experiences in both spoken and written forms. Unit 6: Work and Careers By the end of this unit, students should be able to: - Understand and use basic vocabulary related to common job titles and roles, and different professions. - Describe different jobs using simple sentences to talk about daily job tasks and responsibilities. - Express their preferences and interests regarding different jobs. - Understand and complete simple job application forms. - Write a basic cover letter that introduces oneself and states their interest in a job or on a CV.
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SUMMARY OF THE TWO YEARS

Second Year	Communication Competence Basic Interactions: Engage in simple conversations by asking and answering questions. Understanding Instructions: Follow simple instructions in written and spoken forms.	Unit 1: Environment By the end of this unit, students should be able to: - Talk about the climate in different regions (e.g., hot, cold, dry, humid). - Describe and present a weather forecast using basic vocabulary. - Discuss natural disasters, such as storms, floods,
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• Expressing Needs and Opinions: Communicate basic needs, preferences, and opinions clearly. Linguistic Competence • Vocabulary Use: Describe objects, people, and activities using essential vocabulary. • Grammar Application: Use basic grammatical structures, such as the present simple and present continuous tenses. • Pronunciation and Intonation: Pronounce words clearly with appropriate intonation. Cultural Awareness • Social Norms Understanding: Respect social norms and cultural practices. • Adaptation to Contexts: Show awareness of context-appropriate language and behavior. Professional and Digital Competence: • Workplace Communication: Understand and use basic workplace language. • Task Execution: Perform routine tasks with guidance, understanding the key steps. • Basic Digital Literacy: Use digital tools and resources for learning and communication. • Interpreting Digital Information: Understand visual and written information from digital sources.	and earthquakes. • Share eco-friendly habits and explain their importance for protecting the environment. Unit 2: Fashion By the end of this unit, students should be able to: • Talk about clothing, accessories, and fashion confidently. • Practice using adjectives to describe the colors, patterns, and styles of clothing, and describe what someone is wearing. • Express their opinions about different styles of clothing and fashion trends (giving compliments, making suggestions, and expressing preferences) Unit 3: Travel and Tourism By the end of this unit, students should be able to: • Book a hotel room and a table in a restaurant. • Present a vacation plan, including destinations, activities, and itineraries. • Describe a tourist destination and present a country, focusing on its key characteristics, traditions, and cuisine. • Practice role-playing scenarios related to making flight reservations, including choosing destinations, dates, and seat preferences. Unit 4: Technology and Social Networks By the end of this unit, students should be able to: • Discuss how they use smartphones in their daily lives, including common functions and apps. • Introduce key terms related to social media platforms, such as "like," "share," "post," and "follow." • Describe their online activities, such as browsing, shopping, and communicating. • Discuss their favorite games, gaming habits, and the role of video games in entertainment. • Practice discussing the benefits and risks of online activities, including internet safety. Unit 5: Festivals and Celebrations
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	Learning to Learn • Self-Reflection: Identify areas of strength and improvement in language learning. • Autonomous Learning: Develop strategies for independent learning.	By the end of this unit, students should be able to: • Describe different celebrations and discuss how they are observed. • Invite someone to a party and explain how to politely accept or decline invitations politely. • Plan and organize a birthday party, including making a guest list, choosing a venue, and planning activities. • Select and describe appropriate gifts for different occasions, considering the recipient's preferences and the context of the celebration. Unit 6: The World of Work By the end of this unit, students should be able to: • Review key vocabulary and concepts related to the world of work. • Read and comprehend job ads and practice writing simple job advertisements, focusing on job titles, descriptions, and requirements. • Discuss and describe the qualities and skills needed for various jobs. • Complete a basic resume, including personal information, education, work experience, and skills. • Practice writing a simple CV that could be used when applying for entry-level jobs.
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ENGLISH – BP – YEAR 1

UNIT STRUCTURE

Unit 1	Communication
Weekly distribution	
Week 1	Greet people informally/ introduce yourself and others
Week 2	Talk about family (family relationships)
Week 3	Describe a person
Week 4	Provide information about oneself: hobbies, passions, daily routine
Total learning hours	8 hours

Unit 2	Sports	
Weekly distribution		
Week 1	Identify sports-related vocabulary and types	
Week 2	Talk about your sports practices: regularity and frequency	
Week 3	Express emotions and feelings in sports	
Week 4	Discuss the benefits of sports (Sports & Health)	
Total learning hours		8 hours

Unit 3	The Market	
Weekly distribution		
Week 1	Learn basic Shopping Vocabulary	
Week 2	Ask for and give prices / shopping scenarios	
Week 3	Express quantities and describe products (size, color, quality)	
Week 4	Write a recipe	
Total learning hours		8 hours

Unit 4	City Life	
Weekly distribution		
Week 1	Give directions	
Week 2	Navigate the city	
Week 3	Talk about neighborhoods	
Week 4	Describe a home/flat	

Total learning hours	8 hours	
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Unit 5	Travel and Tourism	
Weekly distribution		
Week 1	Express the origin and destination	
Week 2	Write a postcard	
Week 3	Describe a landscape	
Week 4	Share a travel experience and visit touristic attractions	
Total learning hours	8 hours	

Unit 6	Work and Careers
Weekly distribution	
Week 1	Introduce jobs and professions
Week 2	Describe a simple job
Week 3	Talk about job preferences / apply for a job
Week 4	Identify basic job applications / request and schedule an appointment
Total learning hours	8 hours

ENGLISH – BP – YEAR 2

UNIT STRUCTURE

Unit 1	Environment
Weekly distribution	
Week 1	Talk about the climate
Week 2	Present a weather forecast
Week 3	Discuss natural disasters
Week 4	Learn some eco-friendly habits
Total learning hours	8 hours

Unit 2	Fashion	
Weekly distribution		
Week 1	Learn clothing and accessories-related vocabulary	
Week 2	Describe an outfit	
Week 3	Express opinions on style	
Week 4	Encourage or discourage choices	
Total learning hours		8 hours

Unit 3	Travel & Tourism	
Weekly distribution		
Week 1	Booking a flight	
Week 2	Booking a hotel room / a table in a restaurant	
Week 3	Planning a vacation / journey	
Week 4	Describing a memorable trip / tourist destination	
Total learning hours		8 hours
Unit 4	Technology & Social Networks	
Weekly distribution		
Week 1	Smartphones: vocabulary and usage	

Week 2	Social Media: introduction to the platform
Week 3	Online use and activities
Week 4	Video games
Total learning hours	8 hours

Unit 5	Festivals & Celebrations
Weekly distribution	
Week 1	Talk about celebrations in general (national, cultural, religious)
Week 2	Invite someone to a party: accept or decline the invitation
Week 3	Organize a birthday party
Week 4	Choose a gift
Total learning hours	8 hours

Unit 6	The World of Work
Weekly distribution	
Week 1	Revise Jobs and Professions
Week 2	Read and write a job advertisement
Week 3	Discuss qualities and skills
Week 4	Fill out/write a curriculum vitae
Total learning hours	8 hours

ENGLISH – BP – YEAR 1

PEDAGOGICAL SEQUENCE

Unit Number	1
UNIT TITLE	COMMUNICATION
Level	Year 1 - Level A1 - General English (GE)
Semester	First
Subjects	Presentations: Introducing Oneself and Others Family and Family Relationships

	• Describing a Person • Providing Information About Oneself: Hobbies, Passions, and Daily Routine
Unit description	This unit is designed for Year 1—students in the BP program. This unit aims to equip learners with essential language skills for basic communication in everyday social contexts, enabling them to greet others, introduce themselves and others, talk about their families, describe people, and share personal information. It focuses on practical topics such as greetings and introductions, discussing family relationships, describing physical appearance and personality, and sharing information about hobbies, passions, and daily routines. Through a blend of vocabulary building, grammar practice, and real-life applications, students will gain confidence in using English for personal and social interactions. <u>Week 1:</u> Greet informally / introduce oneself and others <u>Week 2:</u> Talk about family and family relationships <u>Week 3:</u> Describe a person <u>Week 4:</u> Provide information about oneself: likes and dislikes, hobbies, passions, and daily routines
Competences	By the end of this unit, the learner will be able to: • Use simple phrases for greetings and introductions. • Express well-wishes or farewells appropriately. • Introduce themselves and others confidently in various social situations. • Share basic personal information such as name, age, and occupation. • Ask for and give information about others and personal details. • Use affirmative and negative sentences correctly when answering questions. • Identify and use terms for family members. • Talk about their family members and describe relationships. • Use possessive adjectives correctly in context. • Describe family members and friends in terms of their appearance and personality. • Apply adjectives to describe people and use descriptive sentences. • Discuss their hobbies and interests using simple, accurate language. • Express likes and dislikes clearly. • Talk about their daily routine using the present simple tense. • Share information about personal hobbies, passions, and daily routines.

	Develop clear, accurate pronunciation of basic English words and phrases, particularly those used in greetings, introductions, and descriptions.
Prerequisites	- Basic understanding of the English alphabet - Familiarity with simple English words and phrases - Ability to follow simple instructions in English - Acquisition of pronouns
Contents	WEEK 1: GREET INFORMALLY, INTRODUCE YOURSELF AND OTHERS Vocabulary Greetings and farewells: Hi, hello, hey, good morning, good afternoon, good evening, goodbye, good night, see you later Introductions: My name is, I am, Nice to meet you, this is, how are you, I'm fine, thank you Grammar Verb to be- present form (I am; you are) - Using "this is" for introductions Language Skills Listening: Listen to informal greetings and introductions. Speaking: Practice greetings and introductions with classmates. Reading: Read short dialogues and identify greeting and introduction phrases. Writing: Write a short, simple dialogue to introduce yourself and a friend. WEEK 2: TALK ABOUT FAMILY (FAMILY RELATIONSHIPS) Vocabulary Family Members: Mother, Father, Sister, Brother, Parents, Grandparents, Son, Daughter, Cousin, Uncle, Aunt, Nephew, Niece Relationships: husband, wife, child (son, daughter), brother/sister, family member Grammar

- ◆ **Verb to have- present form** (I have, you have, he/she/it has, we have, you have, they have)
- ◆ **Possessive adjectives** (my, your, his, her, our, their)

- **Language Skills**

- ◆ **Listening:** Listen to descriptions of families and answer questions.
- ◆ **Speaking:** Describe one's family using family-related vocabulary.
- ◆ **Reading:** Read short texts about family relationships.
- ◆ **Writing:** Write a paragraph about one's family.

WEEK 3: DESCRIBE A PERSON

- **Vocabulary**

- ◆ **Physical appearance:** tall, short, thin, big, dark hair, light hair, glasses
- ◆ **Personality traits:** nice, friendly, shy, funny, serious, talkative, quiet, brave, honest, lazy, hard-worker

- **Grammar:** Using **adjectives for descriptions** (He is tall; she is kind.)

- **Language Skills**

- ◆ **Listening:** Listen to descriptions of people and match them to pictures.
- ◆ **Speaking:** Describe a person using vocabulary related to appearance and personality.
- ◆ **Reading:** Read descriptions of people and identify key adjectives.
- ◆ **Writing:** Write a description of a person, focusing on appearance and personality.

WEEK 4: PROVIDE INFORMATION ABOUT YOURSELF: HOBBIES, PASSIONS, AND DAILY ROUTINE

- **Vocabulary**

- ◆ **Hobbies:** Reading, playing football, dancing, listening to music, watching TV, cooking, gardening, painting, drawing, playing video games, swimming

	◆ Daily Routine- useful phrases: Wake up, get up, take a shower, brush teeth, have breakfast, go to school, study, have lunch, do homework, have dinner, go to bed ◆ Expressing Preferences: like, love, dislike, don't like, hate, enjoy, and interested in • Grammar: ◆ Prepositions for Time: At: Used for specific times/ On: Used for days and dates/ In: Used for months, years, and periods of the day ◆ Adverbs for Sequence of Actions: First, Then, Next, After that, Finally ◆ Present simple tense (I like, I do, I play), (I like, you like, he/she/it likes, we like, you like, they like) ◆ Verbs of Preferences: like, love, dislike, don't like, hate, enjoy • Language Skills: ◆ Listening: Listen to people describing their daily routines and hobbies. ◆ Speaking: Talk about one's hobbies, passions, and daily routine. ◆ Reading: Read short texts about daily routines and hobbies. ◆ Writing: Write a paragraph about one's hobbies and daily routine.
Method of Instruction	• Interactive Classroom Activities: Pair and group work for practicing speaking and listening skills • Role-Playing: Simulations of real-life scenarios, such as introducing oneself, talking about family, and describing people • Audio-Visual Aids: Use of videos and audio recordings for listening practice • Guided Writing: Step-by-step guidance for writing tasks • Games and activities that encourage active participation and practice of new vocabulary • Provide opportunities for personalization: Allow learners to choose topics and materials that interest them. • Use technology: Integrate technology tools (e.g., apps, websites) to enhance learning.
Practical Skills, Interpersonal	<u>Practical Skills</u>

Skills and Attitudes	Learners should develop practical skills for effective communication in various situations. • Start a conversation with a greeting and introduction. • Practice introducing oneself and others clearly and confidently. • Utilize skill in describing family relationships and physical appearance. • Build competence in discussing hobbies, passions, and daily routines. • Acquire proficiency in understanding and responding to questions about personal information. • Develop the ability to listen actively and respond appropriately. • Apply basic politeness strategies like “please” and “thank you”. • Show respect and consideration in social and family interactions. <u>Interpersonal Skills and Attitudes</u> Students should embody interpersonal skills and attitudes for effective interaction. • Develop self-confidence in using English for everyday communication. • Encourage a positive attitude toward language learning. • Show respect by showing interest in others’ lives. • Demonstrate empathy by listening and responding thoughtfully. • Understand and appreciate cultural differences in communication. • Adopt a respectful approach to cultural norms in conversations. • Work collaboratively with peers, showing patience and support. • Build relationships through positive and respectful communication. • Be adaptable in different social situations. • Adjust language and behavior based on the context and the people involved.
Documents	• Lesson plans: Detailed plans for each lesson covering the subjects in this unit • Flashcards with vocabulary for each week ◆ Greetings and introductions ◆ Family members

	◆ Descriptive adjectives for appearance and personality ◆ Hobbies and interests ◆ Pictures of people with different appearances • Listening Scripts and Audio Files: Audio recordings or scripts about: ◆ Simple dialogues using informal greetings and introductions ◆ A conversation involving introductions ◆ A conversation about family ◆ A short passage describing family members ◆ A passage describing people and someone's personality ◆ A dialogue where people talk about their hobbies ◆ A short dialogue describing a person's day • Family tree templates for the family relationships activity • Visual aids or pictures for describing people • Reading Passages: Short reading texts or dialogues related to the unit's theme • Worksheets can include vocabulary exercises, grammar practice, reading comprehension, sentence construction, and writing tasks. • Assessment strategies include tests, quizzes, oral exams, and writing assessments.
References	The materials or information provided are intended to serve as a guide or an example, rather than as mandatory or definitive requirements. Greetings and Introductions https://www.theenglishhubforrefugees.com/materials/level-a1/introductions-and-greetings-resources-a1/ https://www.esleschool.com/greetings-introductions/ https://www.youtube.com/watch?v=RLs9lly5WT0 https://www.youtube.com/watch?v=v1ZWFsz0V5U

Family and Family Relationships

<https://test-english.com/vocabulary/a1/family-and-relatives-a1-english-vocabulary/>

<https://test-english.com/reading/a1/about-my-family/>

<https://www.trinitycollege.com/resource?id=9539>

<https://learnenglishteens.britishcouncil.org/skills/writing/a1-writing/about-my-family>

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/family>

<https://test-english.com/vocabulary/a1/family-and-relatives-a1-english-vocabulary/>

Describe and Characterize a Person

https://www.allthingslistening.com/describing-people-easy.html#google_vignette

<https://www.allthingstopics.com/describing-people.html>

<https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/describing-people>

<https://www.youtube.com/watch?v=iQdzAwoz19I>

<https://wordwall.net/resource/35171586/english/describing-people>

Provide information about oneself: hobbies, passions, daily routine

https://www.allthingstopics.com/daily-activities.html#google_vignette

<https://www.allthingslistening.com/daily-activities-easy.html>

<https://test-english.com/vocabulary/a1/daily-routines-a1-english-vocabulary/>

<https://www.youtube.com/watch?v=rvtn6dd7Vkg>

	https://www.youtube.com/watch?v=FDJYRkLEr-A https://www.youtube.com/watch?v=L2Gzj38kfig
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording or clip and have students: ◆ Answer multiple-choice questions. ◆ Answer true or false questions. ◆ Fill in the blanks. ◆ Match the descriptions to the pictures. ◆ Choose the correct description from a list. ◆ Sequence the activities mentioned or answer questions about them. • Speaking: ◆ Role-play: Have students engage in role-play scenarios in which they greet each other and introduce someone. ◆ Picture description: Show students pictures of family members and ask them to describe the relationships. ◆ Interview: Conduct a mock interview in which students talk about their family. ◆ Person description: Ask students to describe a person in the class or in a picture, focusing on physical appearance and personality. ◆ Daily routine presentation: Have students present their daily routine and hobbies to the class. WRITTEN SKILLS: • Reading comprehension: Answer comprehension questions related to a written document from one of the weekly topics, including vocabulary activities related to the acquired vocabulary. • Writing:

	♦ Dialogue writing: Ask students to write a short dialogue involving greetings and introductions. ♦ Family tree activity: Have students create a simple family tree and write a few sentences about each member. ♦ Descriptive paragraph: Assign students to write a short paragraph describing someone they know, using the vocabulary and grammar learned. ♦ Routine diary: Ask students to write a short diary entry about a typical day, including hobbies and routines. • Language structure: A test to evaluate students' understanding of the grammatical lessons and verb conjugations mentioned above		
Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:	
Learning		Assessment

Outcomes	Criteria for assessment	Yes	No	N/A
LO 1: Greet Informally, Introduce Oneself and Others	Is s/he able to use informal greetings?	☐	☐	☐
	Is s/he able to introduce themselves using basic phrases?	☐	☐	☐
	Is s/he able to introduce others in a conversation?	☐	☐	☐
	Is s/he able to respond appropriately to introductions?	☐	☐	☐
LO 2: Talk About Family (Family Relationships)	Is s/he able to name and identify family members using correct vocabulary?	☐	☐	☐
	Is s/he able to describe their family relationships using simple sentences?	☐	☐	☐
	Is s/he able to ask and answer questions about family?	☐	☐	☐
	Is s/he able to use possessive adjectives (e.g., my, his, her) correctly in sentences?	☐	☐	☐
LO 3: Describe and Characterize a Person	Is s/he able to use adjectives to describe physical appearance?	☐	☐	☐
	Is s/he able to describe personality traits using appropriate vocabulary?	☐	☐	☐
	Is s/he able to form simple sentences to characterize a person?	☐	☐	☐
	Is s/he able to ask and answer questions about someone's appearance and personality?	☐	☐	☐
LO 4: Provide Information About Oneself (Hobbies, Passions, Daily Routine)	Is s/he able to talk about their hobbies and passions using appropriate vocabulary?	☐	☐	☐
	Is s/he able to describe their daily routine using time expressions and frequency adverbs?	☐	☐	☐
	Is s/he able to ask and answer questions about hobbies and daily activities?	☐	☐	☐

	Is s/he able to use the Present Simple tense to describe routine activities?	☐	☐	☐
LO 5: Engage in Conversations About Personal Information	Is s/he able to ask for and provide personal information (name, age, hobbies, etc.)?	☐	☐	☐
	Is s/he able to participate in role-plays introducing themselves and asking about others?	☐	☐	☐
	Is s/he able to express likes and dislikes using the correct language?	☐	☐	☐
	Is s/he able to respond appropriately in conversations about hobbies and interests?	☐	☐	☐
LO 6: Comprehend and interpret information from listening exercises.	Is s/he able to identify key information from dialogues or listening activities about greetings and personal introductions?	☐	☐	☐
	Is s/he able to answer comprehension questions based on listening materials?	☐	☐	☐
	Is s/he able to recognize the correct sequence of information in an introduction dialogue?	☐	☐	☐
	Is s/he able to match spoken introductions to the correct person or scenario?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Communication Texts	Is s/he able to read and comprehend short texts about personal introductions and family?	☐	☐	☐
	Is s/he able to answer reading comprehension questions accurately?	☐	☐	☐
	Is s/he able to identify the main ideas of a text about personal information or routines?	☐	☐	☐
	Is s/he able to match descriptions of people with the correct images?	☐	☐	☐
LO 8: Develop Writing Skills	Is s/he able to write a short paragraph introducing themselves?	☐	☐	☐

Through Communication-Related Exercises	Is s/he able to write simple sentences describing their family and relationships?	☐	☐	☐
	Is s/he able to describe their hobbies and daily routines in writing?	☐	☐	☐
	Is s/he able to express their likes, dislikes, and aspirations in writing?	☐	☐	☐
LO 9: Pronounce common communication vocabulary correctly.	Is s/he able to pronounce common greetings and introduction phrases accurately?	☐	☐	☐
	Is s/he able to correctly stress syllables in multi-syllable words (e.g., introduction, family)?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	2
Unit title	Sports
Level	Year 1 - Level A1 - General English (GE)
Semester	First
Subjects	• Types of Sports • Sports Practice: Regularity and Frequency • Emotions, Feelings, and Dreams • Sports and Health
Unit description	This unit is designed for Year 1– students in the BP program. It aims to equip learners with essential language skills for communicating in sports-related contexts, enabling them to discuss different types of sports, their personal sports habits, and the impact of sports on health and well-being. It focuses on practical topics like identifying sports vocabulary, talking about the frequency and regularity of sports practices, and expressing emotions and feelings related to sports. Through a combination of vocabulary building, grammar practice, and real-life applications, students will gain confidence in using English to discuss sports and fitness. <u>Week 1:</u> Identify sports-related vocabulary and types of sports <u>Week 2:</u> Talk about your sports practice: regularity and frequency <u>Week 3:</u> Express emotions, feelings, and dreams <u>Week 4:</u> Discuss the benefits of sports (Sports & Health)
Competences	By the end of this unit, the learner will be able to: • Recognize and name various sports types. • Use appropriate terms for sports equipment. • Use the present simple tense to describe sports involvement. • Differentiate between team and individual sports, and indoor and outdoor activities. • Discuss sports practice routines and emotions related to sports. • Express dreams and aspirations in sport. • Identify vocabulary related to sports.

	• Explain the importance of sports for health and well-being. • Engage in dialogues discussing the benefits for physical and mental health. • Understand short texts describing sports, routines, emotions, and health benefits.
Prerequisites	• Simple English words and phrases for everyday activities • Simple sentence structure (Subject/Verb /Object) • Personal pronouns • Possessive adjectives • Simple adjectives to describe people or things (e.g., big, small, fast, slow) • Expressing preferences for activities
Contents	WEEK 1: IDENTIFY SPORTS-RELATED VOCABULARY AND TYPES OF SPORTS • Vocabulary ♦ Sports: football, basketball, tennis, volleyball, baseball, swimming, running ♦ Equipment: ball, racket, net, bat, helmet, shoes, swimming cap, goal, court, track ♦ Categories: team sports, individual sports, indoor sports, outdoor sports ♦ Specific places: field, court, gym, pool ♦ Actions: play, run, jump, swim, score • Grammar ♦ Definite and indefinite articles: (a, an, the) ♦ Plural nouns: balls, bats, rackets ♦ Present Simple Tense: ✓ Affirmative: "I play football." / "She swims." ✓ Negative: "I don't play basketball." / "He doesn't like tennis." ✓ Interrogative: "Do you play tennis?" / "Does she swim?" • Language Skills ♦ Listening: Listen to audio clips where different sports are mentioned. Identify and match the sport with the correct name or image.

- ◆ **Speaking:** Practice pronouncing sports vocabulary. Engage in pair work where students ask each other about their favorite sports and discuss different types of sports.
- ◆ **Reading:** Read short descriptions or lists of sports, and match the sports with the appropriate images or definitions.
- ◆ **Writing:** Write simple sentences using sports vocabulary, such as "I play football," or "He likes swimming."

WEEK 2: TALK ABOUT YOUR SPORTS PRACTICE: REGULARITY AND FREQUENCY

• Vocabulary

- ◆ **Days of the Week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- ◆ **Time Expressions:** every day, once a week, twice a week, on weekends

• Grammar

- ◆ **Adverbs of frequency** (always, usually, often, sometimes, rarely, never) to describe how often they or others engage in sports activities
- ◆ **Present Simple Tense with Frequency:** Regular habits or routines (e.g., "I always play football on Sundays.", "She never goes swimming on weekdays.", "We practice basketball twice a week.")
- ◆ **Prepositions of time** (in, on, at) to describe when sports activities take place (e.g., "I swim on Mondays.", "We play football on the weekends.")

• Language Skills

- ◆ **Listening:** Listen to short audio clips where speakers describe their sports routines, focusing on how often they practice. Answer questions about the frequency of their practices.
- ◆ **Speaking:** Practice talking about their own sports practices using frequency adverbs. Role-play conversations.
- ◆ **Reading:** Read simple texts or schedules that describe sports routines. Identify how often the activities take place and on which days.

- ♦ **Writing:** Write a short paragraph describing their own sports practice routine, including how often they practice and on which days.

WEEK 3: EXPRESS EMOTIONS, FEELINGS, AND DREAMS

• Vocabulary

- ♦ **Emotions:** happy, excited, tired, nervous, proud, relaxed, angry, and energetic
- ♦ **Feelings:** I like, I don't like, I love, I hate
- ♦ **Dreams/Aspirations:** "I want to be a football player." / "I dream of winning a gold medal."

• Grammar

- ♦ **Use the verb "to be" with adjectives** to describe emotions and feelings related to sports
- ♦ **Form and answer questions** about emotions using "How" (e.g., "How do you feel?") and "What" (e.g., "What makes you happy?")
- ♦ **"Want to" + Verb:** Expressing desires or goals (e.g., "I want to play basketball." / "She wants to be a swimmer.")

• Language Skills

- ♦ **Listening:** Listen to conversations where people talk about how sports make them feel or their dreams related to sports. Identify the emotions and aspirations mentioned.
- ♦ **Speaking:** Discuss how playing sports makes them feel. Share their dreams related to sports, such as becoming a professional athlete.
- ♦ **Reading:** Read short texts about athletes or famous sports figures and their emotions or dreams. Answer questions about the emotions and dreams expressed in the texts.
- ♦ **Writing:** Write a short paragraph about how a particular sport makes you feel or what you dream of achieving in sports.

WEEK 4: DISCUSS THE BENEFITS OF SPORTS (SPORTS & HEALTH)

• Vocabulary

	♦ Health benefits of sports include being strong, fit, healthy, active, flexible, and energetic; being good for your heart; and reducing stress ♦ Reasons for sports: to stay fit, to make friends, to have fun ♦ General Health Vocabulary: exercise, diet, sleep, wellness, and stamina • Grammar ♦ Simple Present Tense for General Statements: "Exercise keeps you healthy." / "Swimming is good for your heart." ♦ Express reason: Use "Because" I play football because it's fun. • Language Skills ♦ Listening: Listen to audio clips or short talks where speakers discuss the benefits of sports for health. Identify key points about how sports contribute to health and wellness. ♦ Speaking: Participate in a class discussion about why sports are important for health. Use specific vocabulary to explain the benefits of the sports you engage in. ♦ Reading: Read articles or short texts about the health benefits of various sports. Summarize the key benefits mentioned in the texts. ♦ Writing: Write sentences or a short paragraph about the health benefits of your favorite sport, using the vocabulary and structures learned in this unit.
Method of Instruction	• Interactive activities, including role-play, group discussions, and practical demonstrations • Visual aids and the use of authentic materials like flashcards, sports equipment, and videos • Audio recordings for listening exercises • Simple texts for reading comprehension exercises • Writing exercises that build from sentence formation to short paragraphs • Pair work for simple dialogues and role-play scenarios • Games and activities that encourage active participation and practice of new vocabulary • Guided Writing: Step-by-step guidance for writing tasks • Provide opportunities for personalization: Allow learners to choose topics and materials that interest them.

	• Use technology: Integrate technology tools (e.g., apps, websites) to enhance learning.
Practical Skills Interpersonal Skills and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Identify and use sports-related vocabulary correctly. • Recognize and differentiate between various types of sports. • Match sports with appropriate equipment. • Create a personal sports schedule. • Express the frequency of sports activities using appropriate language. • Follow a sports routine consistently. • Identify and express emotions related to sport. • Describe personal feelings and experiences using appropriate language. • Communicate sports dreams and aspirations. • Explain the physical and mental benefits of sports. • Discuss the importance of sports for overall health and well-being. • Relate personal experiences to the positive effects of sports. <u>Interpersonal Skills and Attitudes</u> Students should embody the following interpersonal skills and attitudes for effective interaction: • Collaborate in group activities and games. • Ask and answer questions about sports. • Participate in class discussions and debates. • Share personal sports experiences. • Discuss and compare sports habits. • Encourage others to participate in sports.

	• Share personal stories about sports. • Empathize with others' experiences. • Offer support to classmates. • Collaborate on health-related projects. • Participate in discussions about sports in society. • Promote healthy lifestyles through sports. • Show curiosity in learning about different sports. • Appreciate the diversity of sports and culture. • Respect others' opinions and preferences. • Value regular physical activity. • Develop self-discipline and perseverance in sports. • Show commitment to personal fitness goals.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Visual Aids: Flashcards, posters, and images depicting various sports and related vocabulary • Worksheets can include exercises on vocabulary, frequency expressions, emotions, and the benefits of sports. • Multimedia Resources: Videos and audio recordings of sports events, interviews with athletes • Assessment Materials include quizzes and oral exams to evaluate students' understanding of the unit's contents.
References/ Resources	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. IDENTIFY SPORTS-RELATED VOCABULARY AND TYPES OF SPORTS https://english-practice.net/english-vocabulary-exercises-for-a1-sports-and-hobbies/#google_vignette https://www.esolcourses.com/content/topics/sport/sport-picture-match-game.html https://www.englishworksheets.com/sports.html

<https://www.youtube.com/watch?v=mzr9nDdFNJQ>

<https://www.youtube.com/watch?v=11e9IzV2cCQ>

TALK ABOUT YOUR SPORTS PRACTICE: REGULARITY AND FREQUENCY

<https://www.allthingslistening.com/exercise-and-sports-easy.html>

<https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-2-writing/my-favourite-sport>

https://www.youtube.com/watch?v=g3aBDY1_fbU

<https://english-practice.net/listening-exercises-a1-sports-and-exercise/>

EXPRESS EMOTIONS, FEELINGS, AND DREAMS

<https://english-practice.net/practice-listening-english-exercises-for-a1-sports-and-exercise/>

<https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-1-writing/feelings>

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/emotions-feelings-1>

THE BENEFITS OF SPORTS (SPORTS & HEALTH)

https://www.allthingslistening.com/exercise-and-sports-easy.html#google_vignette

<https://www.allthingslistening.com/exercise-and-sports-easy.html>

Evaluation

ORAL SKILLS:

- **Listening Comprehension:** Play an audio recording or clip (e.g., a podcast, a news report, or a conversation) about sports, have students listen, then:
 - ◆ Answer multiple-choice questions.
 - ◆ Answer true or false questions.

- ◆ Fill in the blanks.
- ◆ Match the descriptions to the pictures.

- **Speaking:**

Role-play to practice speaking about their preferences and experiences related to sports. They will need to use the target language to describe their favorite sports, express their feelings, and engage in conversation.

WRITTEN SKILLS:

- **Reading Comprehension:** Read a text (e.g., an article, a story, or a blog post) about sports. Then:
 - ◆ Answer questions to demonstrate their comprehension of the content.
 - ◆ Complete vocabulary exercises related to the text.
- **Writing:** Create a written dialogue. They will need to use appropriate vocabulary, grammar, and expressions to convey the idea of recommending sports and discussing their benefits.
- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, vocabulary, and sentence structure.

Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for assessment	Assessment		
		Yes	No	N/A
LO 1: Identify Sports-Related Vocabulary and Types of Sports	Is s/he able to identify and name different sports?	☐	☐	☐
	Is s/he able to recognize sports-related equipment?	☐	☐	☐
	Is s/he able to classify sports into categories?	☐	☐	☐
	Is s/he able to name places where sports are played?	☐	☐	☐
	Is s/he able to use correct actions related to sports?	☐	☐	☐
LO 2: Talk About Sports Practice: Regularity and Frequency	Is s/he able to use frequency adverbs correctly?	☐	☐	☐
	Is s/he able to describe how often they engage in sports activities?	☐	☐	☐
	Is s/he able to use time expressions to talk about when sports activities take place?	☐	☐	☐
	Is s/he able to apply the Present Simple tense to	☐	☐	☐

	describe routines?			
LO 3: Express Emotions, Feelings, and Dreams Related to Sports	Is s/he able to use appropriate adjectives to describe emotions and feelings?	☐	☐	☐
	Is s/he able to express likes, dislikes, and aspirations related to sports?	☐	☐	☐
	Is s/he able to form and answer questions about emotions and desires?	☐	☐	☐
	Is s/he able to use "want to" to express goals related to sports?	☐	☐	☐
LO 4: Discuss the Benefits of Sports (Sports & Health)	Is s/he able to explain the health benefits of sports?	☐	☐	☐
	Is s/he able to use relevant vocabulary to describe the positive effects of sports?	☐	☐	☐
	Is s/he able to make general statements using the Present Simple tense?	☐	☐	☐
	Is s/he able to use "because" to explain reasons for playing sports?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is s/he able to identify the sports mentioned in the audio clips?	☐	☐	☐
	Is s/he able to recognize key details about sports routines from listening exercises?	☐	☐	☐
	Is s/he able to answer comprehension questions based on the audio material?	☐	☐	☐
	Is s/he able to match spoken descriptions to the correct images or texts?	☐	☐	☐
LO 6: Engage in Conversations About Sports	Is s/he able to ask and answer questions about sports preferences?	☐	☐	☐
	Is s/he able to participate in role-plays discussing sports practices and routines?	☐	☐	☐

	Is s/he able to express opinions about different sports and activities?	☐	☐	☐
	Is s/he able to use sports-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Sports Texts	Is s/he able to identify key information from written texts about sports?	☐	☐	☐
	Is s/he able to match sports descriptions with corresponding images?	☐	☐	☐
	Is s/he able to answer reading comprehension questions accurately?	☐	☐	☐
	Is s/he able to give the main ideas of a text related to sports?	☐	☐	☐
LO 8: Develop Writing Skills Through Sports-related exercises.	Is s/he able to write simple sentences using sports vocabulary and grammar structures?	☐	☐	☐
	Is s/he able to describe their own sports practices and routines in writing?	☐	☐	☐
	Is s/he able to express their feelings and dreams related to sports in a short paragraph?	☐	☐	☐
	Is s/he able to write about the health benefits of sports using appropriate vocabulary?	☐	☐	☐
LO 9: Pronounce sports-related vocabulary correctly.	Is s/he able to pronounce sports-related vocabulary accurately?	☐	☐	☐
	Is s/he able to correctly stress syllables in multi-syllable sports terms?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	3
Unit title	The Market
Level	Year 1 - Level A1 - General English (GE)
Semester	First
Subjects	• Shopping Vocabulary • Prices and quantities • Product Description • A Recipe
Unit description	This unit is designed for Year 1– students in the BP program. This unit aims to equip learners with essential language skills for communicating in market and shopping-related contexts, enabling them to engage in conversations about

	shopping, prices, and product descriptions. It focuses on practical topics such as basic shopping vocabulary, asking for prices, and describing products. Through a blend of vocabulary building, grammar practice, and real-life shopping scenarios, students will gain confidence in using English for everyday market and shopping interactions. <u>Week 1:</u> Identify basic shopping vocabulary <u>Week 2:</u> Ask for and give prices <u>Week 3:</u> Express quantities and describe a product (size, color, quality) <u>Week 4:</u> Write a recipe
Competences	By the end of this unit, the learner will be able to: • Understand basic words and phrases on familiar topics. • Recognize simple instructions and requests. • Use common phrases for basic needs. • Engage in simple dialogues about shopping and food. • Read and understand short texts. • Identify key information in written contexts like shopping lists. • Write short notes. • Fill in forms with appropriate vocabulary. • Acquire basic vocabulary for everyday situations. • Apply simple grammatical structures. • Recognize and respond to social conventions. • Understand the basics of everyday cultural practices. • Pronounce familiar words clearly. • Imitate intonation patterns for common phrases.
Prerequisites	• Essential everyday vocabulary • Simple sentence structure, using subject-verb-object • Singular and plural nouns • Definite and indefinite articles • Simple present tense • Basic phrases and sentences to express needs and preferences.

Contents

WEEK 1: IDENTIFY BASIC SHOPPING VOCABULARY

- **Vocabulary**

- ◆ **Shopping items:** apples, bread, milk, shoes, dress, pants, shirt, bag, etc.
- ◆ **Shopping locations:** store, supermarket, market, mall, etc.
- ◆ **Shopping-related actions:** buy, pay, sell, choose, etc.

- **Grammar**

- ◆ **Singular and plural nouns**
- ◆ **Countable and uncountable nouns**

- **Language Skills**

- ◆ **Listening:** Play an audio clip of a shopping dialogue. Students listen for vocabulary words and articles.
- ◆ **Speaking:** Pair students to practice asking and answering questions about items they buy using the new vocabulary and articles or role-play a shopping scenario in pairs, asking and answering questions about what to buy.
- ◆ **Reading:** Read a short passage about someone shopping at a supermarket and identify vocabulary words and practice reading comprehension.
- ◆ **Writing:** Write a list of items they would like to buy, using correct articles, or write a short paragraph about a recent shopping experience.

WEEK 2: ASK FOR AND GIVE PRICES

- **Vocabulary**

- ◆ **Prices:** how much, cost, price, expensive, cheap
- ◆ **Currency:** dollar, euro, pound, cent
- ◆ **Numbers:** one, two, three, etc.

- **Grammar**
 - ◆ **Question formation:** How much is...? How much are...?
 - ◆ **Use *this, that, these, and those*** to indicate specific items
 - ◆ **Simple present tense** for price inquiries and to state prices
- **Language Skills**
 - ◆ **Listening:** Listen to a dialogue in which customers ask for prices and a cashier gives prices. Identify the vocabulary, question forms used, and the use of demonstratives.
 - ◆ **Speaking:** Role-play in pairs, asking and answering questions about the prices and giving prices of different items.
 - ◆ **Reading:** Read a price list and answer questions about the prices of items.
 - ◆ **Writing:** Write three questions you might ask in a store about the prices of different items. Write a short paragraph describing the prices of items in a store, using "this," "that," "these," and "those."

WEEK 3: EXPRESS QUANTITIES AND DESCRIBE A PRODUCT (SIZE, COLOR, QUALITY)

- **Vocabulary**
 - ◆ **Quantities:** many, few, a lot, some, a little, much, any
 - ◆ **Adjectives:** small, large, medium, red, blue, green, good quality, bad quality
- **Grammar**
 - ◆ **Use of quantifiers** (many, few, a lot)
 - ◆ **Simple sentences to describe products** (size, color, quality)
 - ◆ **Introduction to simple comparative structures:** e.g. This shirt is

smaller than that one.

- **Language Skills**

- ♦ **Listening:** Listen to descriptions of products and identify the use of quantifiers and adjectives. Listen to a dialogue in which two people compare products and identify the comparative forms used.
- ♦ **Speaking:** Describe a product to a partner using quantifiers and adjectives. Practice comparing products with a partner using comparative adjectives.
- ♦ **Reading:** Read short product descriptions and answer questions about their size, color, and quality.
- ♦ **Writing:** Write a description of an item you own, focusing on size, color, and quality. Write a short paragraph comparing two products using the vocabulary and grammar covered.

WEEK 4: WRITE A RECIPE

- **Vocabulary**

- ♦ **Cooking actions:** mix, bake, boil, chop, slice, add
- ♦ **Ingredients:** flour, sugar, butter, salt, water, eggs

- **Grammar**

- ♦ **Use of imperatives** for instructions: e.g., "Mix the flour." "Add the sugar."
- ♦ **Review sequential words:** first, next, then, finally

- **Language Skills**

- ♦ **Listening:** Listen to a simple recipe being read aloud and identify the steps.
- ♦ **Speaking:** Practice giving instructions for making a simple dish (e.g., a sandwich) using imperatives and sequence words.
- ♦ **Reading:** Read a short recipe and answer questions about the steps and ingredients.
- ♦ **Writing:** Write the steps of a simple recipe using the vocabulary and grammar learned. Then write a detailed recipe, including ingredients

	and step-by-step instructions
Method of Instruction	• Interactive classroom activities: pair and group-work discussions, role-playing, scenario simulation, and practical demonstrations • Visual aids and authentic materials, such as flashcards, shopping items, posters, images, videos, menus, product labels, and bus tickets • Audio recordings for listening exercises • Simple texts for reading comprehension exercises • Writing exercises that build from sentence formation to short paragraphs • Pair work for simple dialogues and role-play scenarios • Games and activities that encourage active participation and practice of new vocabulary • Worksheets can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks. • Provide opportunities for personalization: Allow learners to choose topics and materials that interest them. • Use technology: Integrate technology tools (e.g., apps, websites) to enhance learning.
Practical Skills, Interpersonal Skills and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Identify and name common market items like fruits, vegetables, clothing, and household goods. • Engage in matching exercises to pair items with vocabulary words. • Practice role-playing scenarios about prices in a market setting. • Ask and answer about items and their prices. • Use phrases like "How much is this?" or "It costs \$5." • Practice using currency vocabulary and numbers. • Practice describing market products using quantifiers and adjectives. • Describe items, focusing on size, color, and quality. • Write a recipe with ingredients and instructions. • Use imperatives and sequencing words.

	<u>Interpersonal Skills and Attitudes</u> Students should embody the following interpersonal skills and attitudes for effective interaction: • Work in pairs or groups to practice vocabulary (e.g., One student names an item, and the other identifies it or uses it in a sentence.) • Repeat the partner's words for understanding. • Role-play market scenarios for price negotiations. • Describe products clearly to each other. For example, one student describes a product, and the other provides feedback or asks questions. • Work in groups to create a recipe together. • Share recipes with the class, explaining your choices and the ingredients. • Encourage patience and support in learning new words. • Foster curiosity in new items and cultures. • Build confidence through practice in a supportive environment. • Promote clear product descriptions. • Emphasize teamwork in creating recipes. • Listen and respect each other's contributions.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: Pair and group work, role-playing, and scenario simulation • Visual Aids ◆ Flashcards: shopping items, prices, quantities, and adjectives; cooking actions and ingredients ◆ Posters: show different shopping scenarios or product descriptions. Illustrate the steps in a recipe with images and key vocabulary. ◆ Images: Use images in presentations or printed worksheets to match vocabulary words with pictures (e.g., images of fruits, vegetables, clothing items, etc.).

	• Worksheets can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks. • Multimedia Resources: ♦ Videos: ✓ Short clips of shopping scenarios in different contexts (e.g., a supermarket, a clothing store) ✓ Cooking videos that demonstrate how to prepare a simple dish ✓ Interviews or documentaries focused on customer behavior or shopping habits ♦ Audio Recordings: ✓ Dialogues between shoppers and cashiers ✓ Audio of product descriptions or comparisons ✓ Recipes being read aloud • Assessment strategies include tests, quizzes, oral exams, and writing assessments.
References/ Resources	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. IDENTIFY BASIC SHOPPING VOCABULARY https://www.allthingslistening.com/supermarket-easy.html https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/clothes-1 https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/lesson-plans/beginner-a1/shopping-and-different-shops https://www.youtube.com/watch?v=xp3qmdvoYUY ASK FOR AND GIVE PRICES https://learnenglishteens.britishcouncil.org/skills/speaking/a1-speaking/shop https://www.eslfast.com/robot/topics/shop/2shop07.htm https://www.esl-lab.com/basic-english/shopping-and-prices/

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Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of a dialogue in which customers ask for prices and a cashier gives prices and descriptions of products. Read a simple recipe aloud, have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer true or false questions. ♦ Fill in the blanks. ♦ Match the descriptions/steps to the pictures. ♦ Choose the correct description from a list.

Organization	- Sequence the activities or steps mentioned, or answer questions about them. Speaking: Role-play, scenarios, or dialogues to practice - Asking and answering questions about prices and giving prices of different items - Describing a product to a partner - Giving instructions for making a simple dish WRITTEN SKILLS: Reading Comprehension: Read a price list, a short product description, or a recipe, then: - Answer questions to demonstrate their comprehension of the content. - Complete vocabulary exercises related to the text. Writing: Use appropriate vocabulary, grammar, and expressions covered in this unit to write: - Three questions they might ask in a store about the prices of different items - A description of an item - Steps of a simple recipe - A detailed recipe, including ingredients and step-by-step instructions Language Structure: A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, vocabulary, and sentence structure.		
	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for assessment	Assessment		
		Yes	No	N/A
LO 1: Identify Basic Shopping Vocabulary	Is s/he able to identify and name common items found in a market?	☐	☐	☐
	Is s/he able to use shopping-related vocabulary?	☐	☐	☐
	Is s/he able to name different types of stores or market sections?	☐	☐	☐
	Is s/he able to identify the correct terms for clothes, food...?	☐	☐	☐
LO 2: Ask for and Give Prices / Handle Shopping Scenarios	Is s/he able to ask about prices in a market setting?	☐	☐	☐
	Is s/he able to engage in basic shopping conversations?	☐	☐	☐
	Is s/he able to respond appropriately in various shopping scenarios?	☐	☐	☐
	Is s/he able to give prices for products when role-playing as a seller?	☐	☐	☐
LO 3: Express Quantities and Describe Products (Size, Color, Quality)	Is s/he able to express quantities using appropriate units?	☐	☐	☐
	Is s/he able to describe the size of products?	☐	☐	☐
	Is s/he able to describe the color and quality of products accurately?	☐	☐	☐
	Is s/he able to compare products?	☐	☐	☐
LO 4: Write a Recipe	Is s/he able to use appropriate food-related vocabulary	☐	☐	☐

	in writing?			
	Is s/he able to write clear instructions for a simple recipe?	☐	☐	☐
	Is s/he able to list the correct ingredients and quantities in a recipe?	☐	☐	☐
	Is s/he able to write simple, clear steps to follow for preparing the recipe?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is s/he able to identify key shopping vocabulary from audio clips?	☐	☐	☐
	Is s/he able to recognize details about prices and products from listening exercises?	☐	☐	☐
	Is s/he able to answer comprehension questions based on market-related audio material?	☐	☐	☐
	Is s/he able to match spoken product descriptions to the correct images or written texts?	☐	☐	☐
LO 6: Engage in Conversations About Shopping	Is s/he able to ask and answer questions about prices, quantities, and products?	☐	☐	☐
	Is s/he able to participate in role-plays as a buyer and seller in market situations?	☐	☐	☐
	Is s/he able to express preferences when shopping?	☐	☐	☐
	Is s/he able to use shopping-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Market-Related Texts	Is s/he able to identify key information from written market-related texts?	☐	☐	☐
	Is s/he able to match product descriptions with the correct images?	☐	☐	☐
	Is s/he able to answer reading comprehension questions accurately?	☐	☐	☐

	Is s/he able to summarize the main points of a market-related text?	☐	☐	☐
LO 8: Develop Writing Skills Through Market-Related Exercises	Is s/he able to write simple sentences using shopping vocabulary and grammatical structures?	☐	☐	☐
	Is s/he able to describe products and prices in writing?	☐	☐	☐
	Is s/he able to write a short description of a shopping experience?	☐	☐	☐
	Is s/he able to create a shopping list using correct vocabulary and quantities?	☐	☐	☐
LO 9: Pronounce Market-Related Vocabulary Correctly	Is s/he able to pronounce shopping-related vocabulary accurately?	☐	☐	☐
	Is s/he able to stress syllables correctly in multi-syllable market terms?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	4
Unit title	City Living
Level	Year 1 - Level General English (GE)
Semester	First
Subjects	• Directions • Navigating the city • Our neighborhood • Home, Room Descriptions
Unit description	This unit is designed for Year 1–students in the BP program. It aims to equip learners with essential language skills for communicating in urban and city-related contexts, enabling them to give directions, talk about neighborhoods, and describe living spaces. It focuses on practical topics such as giving directions, navigating a city, and describing homes and neighborhoods. Through a blend of grammar practice and real-life applications, students will gain confidence in using English for navigating city environments. Week 1: Give directions Week 2: Navigate the city Week 3: Talk about neighborhoods Week 4: Describe homes, houses, flats, and rooms
Competences	By the end of this unit, the learner will be able to: • Understand spoken language for giving directions, navigating the city, and describing neighborhoods and homes. • Give directions and describe navigating the city.

	• Talk about neighborhoods. • Describe the layout and features of a home. • Read and understand texts related to city life, such as maps, signs, and schedules. • Write simple sentences describing directions, transportation routes, neighborhoods, and homes. • Acquire basic vocabulary related to city life. • Use essential grammatical structures like imperative sentences, prepositions, the present simple tense, possessive pronouns, and adjective order. • Develop an understanding of cultural norms in city living. • Use language politely in social interactions about city life. • Develop strategies to overcome communication barriers in city navigation.
Prerequisites	• Essential everyday vocabulary • Simple sentence structure • Basic phrases and sentences to express needs and preferences • Singular and plural nouns • Countable and uncountable nouns • Definite and indefinite articles ("a," "an," "the") • Possessive adjectives (my, your, his, her, our, their) • Simple present tense ("I eat," "He works.") • Adverbs of frequency: always, usually, sometimes, never ("I always take the train." "He never drives to work.") • Imperative sentences • Simple question formation and responses
Contents	WEEK 1: GIVING DIRECTIONS • Vocabulary ♦ Directional words: left, right, straight, turn, go, stop, next to, across from, in front of, behind, between ♦ Landmarks and places: bank, supermarket, park, school, bus stop, post office, library, hospital, corner

- **Grammar**
 - ♦ **Imperative sentences:** Use for giving instructions (e.g., “Turn left.” “Go straight.” “Take the first right.”)
 - ♦ **Prepositions of place:** next to, in front of, behind, across from, between (e.g., The bank is next to the supermarket.)
 - ♦ **Using “Where” Questions:** Asking for directions (e.g., Where is the nearest bank?)
- **Language Skills**
 - ♦ **Listening:** Listen to simple conversations where someone asks for and gives directions.
 - ♦ **Speaking:** Role-play giving and receiving directions using maps or diagrams.
 - ♦ **Reading:** Read short texts or signs that provide directions.
 - ♦ **Writing:** Write simple directions from one location to another (e.g., from the school to the park).

WEEK 2: NAVIGATING THE CITY

- **Vocabulary:**
 - ♦ **Transportation:** bus, train, taxi, bicycle, walk, station, stop, ticket
 - ♦ **City locations:** station, bus stop, bridge, traffic lights, road, street
- **Grammar:**
 - ♦ **Present simple tense:** Talking about routines and habits (e.g., “I take the bus to work,” “She walks to school every day.”)
 - ♦ **Adverbs of frequency:** always, usually, sometimes, never (e.g., “I always take the train,” “He never drives to work.”)
 - ♦ **Comparatives:** faster, slower, more expensive, cheaper (e.g., “The train is faster than the bus.”)
- **Language Skills**
 - ♦ **Listening:** Listen to announcements or dialogues about transportation options and routes.
 - ♦ **Speaking:** Discuss daily routines and how you get around the city.
 - ♦ **Reading:** Read simple schedules, maps, or signs related to city navigation (e.g., bus or train timetables).

- ♦ **Writing:** Write about your daily commute or how you would get from one place to another in the city.

WEEK 3: TALKING ABOUT NEIGHBORHOODS

- **Vocabulary:**
 - ♦ **Neighborhood Features:** park, library, supermarket, school, hospital, restaurant, street, block, and corner
 - ♦ **Descriptive Adjectives:** quiet, busy, safe, noisy, clean, crowded, friendly, modern, and old-fashioned
- **Grammar**
 - ♦ **There is/There are:** Use to describe what is in your neighborhood (e.g., "There is a park near my house," "There are three restaurants on my street.")
 - ♦ **Possessive Adjectives:** my, your, his, her, our, their (e.g., "My neighborhood is quiet," "Their street is very busy.")
 - ♦ **Present Continuous Tense:** Describe what's happening now (e.g., "People are shopping," "Children are playing in the park.")
- **Language Skills**
 - ♦ **Listening:** Listen to people describing their neighborhoods.
 - ♦ **Speaking:** Describe your own neighborhood using the vocabulary and grammar learned.
 - ♦ **Reading:** Read short descriptions of different neighborhoods.
 - ♦ **Writing:** Write a short description of your neighborhood. Use "there is/there are," descriptive adjectives, and possessive adjectives.

WEEK 4: HOME, FLAT, OR ROOM DESCRIPTION

- **Vocabulary**
 - ♦ **Rooms in a Home:** bedroom, kitchen, living room, bathroom, dining room, garage, garden, and balcony
 - ♦ **Furniture and appliances:** a bed, sofa, table, chair, fridge, stove, TV, and lamps
- **Grammar:**

	♦ Have/Has: Use to describe possessions in the home (e.g., “I have a small kitchen,” “She has a big living room.”) ♦ Quantifiers: some, any, a lot of, much, many (e.g., “There are some chairs in the living room,” “There isn’t any furniture in the attic.”) ♦ Adjective Order: Opinion, size, age, shape, color, origin, material, purpose (e.g., “A comfortable blue sofa,” “A large modern kitchen”) • Language Skills ♦ Listening: Listen to people describing their homes. ♦ Speaking: Describe your own home, including rooms and furniture. ♦ Reading: Read simple descriptions of homes. ♦ Writing: Write a description of your home or a room in your home.
Method of Instruction	• Interactive maps, timetables, and activities such as maps or floor plans, and actual or mock bus/train timetables • Neighborhood Mapping: Students create a map of their neighborhood. • Role-Playing: Set up scenarios and have students practice dialogues asking for and giving directions. • Visual Aids: Use diagrams, maps, pictures of landmarks, transportation signs, schedules, images, or flashcards of rooms, furniture, and household items. • Audio Recordings: Conversations or announcements with directions, transport announcements, dialogues about city navigation, and people describing their neighborhoods and homes • Provide guided practice with step-by-step guidance for writing directions, describing daily commutes, neighborhood homes, or rooms. • Have students work in pairs to create simple dialogues, ask for and give directions, discuss routines, compare transportation methods and neighborhoods, and describe their home or room. • Games: Transportation “Route Challenge” game in which students plan the fastest or cheapest route using different methods • Contextual Learning: Teach vocabulary and grammar in the context of real-life situations related to city living. • Skill Integration: Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit.

	• Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: Encourage students to describe their neighborhoods using personal experiences and preferences. • Technology Integration: Use apps or websites with interactive maps, virtual city tours, and home design apps to virtually design and describe rooms.
Practical Skills: Interpersonal Skills and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Understand and follow directions given orally or in writing. • Give clear and concise directions to others. • Use basic transportation options to move around the city. • Recognize common landmarks in the city. • Ask for help when lost or needing assistance. • Use a basic map to locate places. • Understand traffic rules, like stop signs and lights. • Use prepositions when giving or following directions. • Construct clear sentences for giving directions. • Know basic urban vocabulary. • Read maps, understand directions, and identify locations. • Ask and answer questions about urban life. • Use basic adjectives to describe places. • Write brief descriptions of places and directions. • Use imperative verbs to give commands. • Interpret common public signs. • Use digital tools, like maps, to find locations. <u>Interpersonal Skills and Attitudes</u>

	Students should embody the following interpersonal skills and attitudes for effective interaction: • Use polite expressions like "please," "thank you," "excuse me," and "sorry". • Pay close attention when others speak, especially when they give directions or explain something. • Speak respectfully and clearly, using simple and positive language. • Be patient in conversations with others or in challenging communication situations. • Feel confident asking for help, whether for directions or more information. • Respect different cultural norms, especially when interacting with diverse backgrounds. • Work effectively with others to complete tasks like planning a route or describing a neighborhood. • Maintain a positive attitude toward learning new language skills and engaging in urban scenarios.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: Role-playing scenarios, group discussions, and guided writing exercises • Role-Play Cards, Scenario Cards: Basic situations like "Find the supermarket" or "Ask for directions to the school" ♦ Dialogue Sheets: ✓ Pre-written Dialogues: Short, simple conversations ✓ Commuting Conversations: Simple dialogues ♦ Writing Templates: ✓ Description Frameworks: Templates that guide students to write short sentences about their own neighborhood ✓ Room Description Framework: Templates that help students write short descriptions of their own room • Visual Aids ♦ Maps and Floor Plans: ✓ Printable City Maps: Basic maps with simple landmarks (e.g., park, school, shop) and clear street names

- ✓ **Floor Plans:** Easy-to-understand layouts of small buildings
 - ◆ **Transportation Schedules:** Simplified bus or train schedules with only a few times and stops listed
 - ◆ **Personalized Neighborhood Maps:** Very simple blank maps where students can label basic places like “home,” “park,” and “school”
 - ◆ **House Layouts and Room Plans:** Simple diagrams of a basic house with a few rooms (e.g., bedroom, kitchen) labeled
 - ◆ **Directional Flashcards:**
 - ✓ Flashcards with basic directional words (e.g., left, right, straight)
 - ✓ Cards with pictures of common modes of transportation (e.g., bus, train) and simple city locations (e.g., station, stop)
 - ◆ **Vocabulary Flashcards:**
 - ✓ Pictures of common places like a “supermarket,” “park,” or “school,” with large, clear labels
 - ✓ Images of common rooms and furniture items with clear, easy-to-read labels (e.g., bed, chair, table)
- **Listening Scripts and Audio Files:**
 - ◆ Very clear, slow-paced audio files with simple directions
 - ◆ Slow, clear recordings of basic public transportation announcements
 - ◆ Audio recordings of very simple descriptions of a neighborhood, a home, or a room
- **Reading Passages:**
 - ◆ Short, very simple paragraphs describing someone’s commute
 - ◆ Short and simple texts describing a neighborhood, a home, or a room
- **Worksheets** can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks.
- **Assessment strategies** include quizzes, oral exams, and writing assessments.

References/ Resources	The materials or information provided are intended to serve as a guide or an example, rather than as mandatory or definitive requirements. GIVE DIRECTIONS https://learnenglishkids.britishcouncil.org/print-make/worksheets/directions https://english-practice.net/english-speaking-exercises-for-a1-asking-for-and-giving-directions/ https://m.busyteacher.org/3055-treasure-hunt-giving-directions-pairwork-activity.html https://www.allthingslistening.com/directions-easy.html NAVIGATE THE CITY https://test-english.com/listening/a1/city-transport-a1-english-listening-test/ https://english4real.com/practice/a1_v-places.html TALK ABOUT NEIGHBORHOODS https://test-english.com/reading/a1/neighborhood-reading-test/ https://english-practice.net/english-reading-exercises-for-a1-places/ https://english-practice.net/practice-reading-english-exercises-for-beginner-places/ DESCRIBE HOMES/ HOUSES/ FLATS/ ROOMS https://english4real.com/practice/a1_v-my-home.html https://test-english.com/listening/a1/describing-rooms-there-is-are-prepositions-of-place-a1-english-listening-test/ https://test-english.com/listening/a1/the-house-my-favourite-room-a1-english-listening-test/ https://test-english.com/listening/a1/my-flat-listening-test/ https://test-english.com/writing/a1/a-description-of-my-house-a1-english-writing/
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording or dialogue (e.g., someone giving directions, describing their commute, or talking about their neighborhood or home) and have students:

- ◆ Answer multiple-choice questions.
- ◆ Answer true or false questions.
- ◆ Fill in the blanks based on the listening.
- ◆ Match the descriptions to the pictures.

• **Speaking:**

- ◆ **Role-play:** Practice giving and receiving directions using a city map or diagram where students engage in short conversations, using imperative sentences and prepositions of place.
- ◆ **Describing a neighborhood or home:** Students will describe their neighborhood or home using the vocabulary and grammar learned (e.g., "There is a park near my house," "I have a small kitchen.")

WRITTEN SKILLS:

- **Reading Comprehension:** Read a short text (e.g., an article, a map, or a description of a neighborhood or home), and have students:

- ◆ Answer **comprehension questions** to demonstrate understanding.
- ◆ Complete **vocabulary exercises** related to directions, city navigation, or home descriptions.

• **Writing:**

- ◆ Write **simple directions from one location to another** (e.g., from school to the supermarket), making sure to use directional words, landmarks, and imperative sentences.
- ◆ Write a **short description of a neighborhood or home** (e.g., "There is a supermarket next to my house. I have a small living room with a comfortable blue sofa.")

- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, vocabulary, and sentence structure.

Organization	Work Duration	Theory	Practical Work
	Listening		

	Speaking	4 hrs	4 hrs
	Reading		
	Writing		
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Give Directions	Is s/he able to use prepositions of place to give directions?	☐	☐	☐
	Is he/she able to use directional language?	☐	☐	☐

	Is he/she able to describe landmarks to help with directions?	☐	☐	☐
	Is he/she able to give clear, step-by-step instructions on how to get to a location?	☐	☐	☐
LO 2: Navigate the City	Is he/she able to identify key places in a city?	☐	☐	☐
	Is he/she able to ask for and understand directions in a city setting?	☐	☐	☐
	Is he/she able to describe common transportation methods?	☐	☐	☐
	Is he/she able to use time expressions to discuss how long it takes to reach a destination?	☐	☐	☐
LO 3: Talk About the Neighborhood	Is he/she able to use relevant vocabulary to describe places in their neighborhood?	☐	☐	☐
	Is he/she able to discuss the features of their neighborhood?	☐	☐	☐
	Is he/she able to express likes and dislikes about their neighborhood?	☐	☐	☐
	Is he/she able to compare different neighborhoods?	☐	☐	☐
LO 4: Describe a Home/Flat	Is he/she able to use appropriate vocabulary to describe the rooms and features of a home or flat?	☐	☐	☐
	Is he/she able to describe the size, location, and amenities of a home/flat?	☐	☐	☐
	Is s/he able to use adjectives to describe a home's condition?	☐	☐	☐
	Is s/he able to write a short paragraph describing their ideal home/flat?	☐	☐	☐
LO 5: Comprehend and Interpret	Is s/he able to identify key details from listening exercises about city life?	☐	☐	☐

Information from Listening Exercises	Is s/he able to answer comprehension questions based on audio material about giving directions or describing a city?	☐	☐	☐
	Is s/he able to recognize common phrases and vocabulary used in city-related listening exercises?	☐	☐	☐
	Is s/he able to match spoken directions or descriptions with corresponding maps or images?	☐	☐	☐
LO 6: Engage in Conversations About City Life	Is s/he able to ask and answer questions about navigating the city and giving directions?	☐	☐	☐
	Is s/he able to express preferences when talking about city locations and transportation?	☐	☐	☐
	Is s/he able to engage in role-plays involving directions or discussing their neighborhood?	☐	☐	☐
	Is s/he able to use city-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using City-Related Texts	Is s/he able to identify key information from written texts about the city, transportation, or neighborhoods?	☐	☐	☐
	Is s/he able to answer reading comprehension questions accurately based on city-related texts?	☐	☐	☐
	Is he/she able to give the main idea of a text related to directions or describing a home?	☐	☐	☐
	Is he/she able to match descriptions of locations with corresponding maps or images?	☐	☐	☐
LO 8: Develop Writing Skills Through City-Related Exercises	Is he/she able to write simple sentences using city-related vocabulary and grammar structures?	☐	☐	☐
	Is he/she able to write short descriptions of their neighborhood or home?	☐	☐	☐
	Is he/she able to write directions from one place to another in the city?	☐	☐	☐

	Is he/she able to describe their ideal neighborhood or home in writing?	☐	☐	☐
LO 9: Pronounce City-Related Vocabulary Correctly	Is he/she able to pronounce city-related vocabulary accurately?	☐	☐	☐
	Is he/she able to stress syllables correctly in multi-syllable terms related to city life?	☐	☐	☐
	Is he/she able to improve pronunciation based on feedback?	☐	☐	☐
	Is he/she able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	5
Unit title	Travel and Tourism

Level	Year 1 - Level A1 - General English (GE)
Semester	First
Subjects	• Origin and Destination • A Postcard • landscape description • Travel Experience or Visit to Tourist Attractions
Unit description	This unit is designed for Year 1—students in the BP program. It aims to equip learners with essential language skills for communicating in travel-related contexts, enabling them to discuss personal origins, destinations, and travel experiences. It focuses on practical topics, such as talking about where you are from, writing postcards, describing landscapes, and sharing travel experiences. Through a blend of vocabulary building, grammar practice, and real-life applications, students will gain confidence in using English for travel and tourism. <u>Week 1:</u> Express Origin and Destination <u>Week 2:</u> Write a Postcard <u>Week 3:</u> Describe a Landscape <u>Week 4:</u> Share a Travel Experience/Visit Tourist Attractions
Competences	By the end of this unit, the learner will be able to: • Develop basic conversational skills about personal origins, destinations, and travel experiences. • Clearly express ideas through speaking and writing in a travel context. • Practice active listening to understand spoken language in travel scenarios. • Understand and appreciate different cultures, countries, and landmarks through vocabulary and travel discussions. • Increase awareness of cultural differences and the global context of travel and tourism. • Expand vocabulary related to countries, cities, travel activities, and tourist attractions. • Use correct grammar structures to describe travel experiences. • Engage in pair or group activities such as role-playing and discussions about

	travel experiences. • Collaboratively exchange information about origins, destinations, and travel stories. • Develop storytelling skills by sharing personal or imaginary travel experiences.
Prerequisites	• Basic greetings and self-introduction phrases. • Simple Present Tense: form and understand simple present tense sentences • Basic prepositions such as “in, at, on, from, to” for describing locations and directions • Singular and plural nouns • Basic sentence structure • Basic question-and-answer • Basic personal information • Short, simple sentence construction using familiar vocabulary
Contents	WEEK 1: EXPRESS ORIGIN AND DESTINATION • Vocabulary ♦ Countries: Lebanon, France, Japan, Spain, the USA, etc. ♦ Cities: Tripoli, Beirut, Paris, Tokyo, New York, Madrid, etc. ♦ Travel-related words: airport, train station, travel, destination, from, to, by (bus, train, plane) • Grammar ♦ Simple Present Tense: “I am from Japan.” “She goes to France.” ♦ Prepositions: from, to, by • Language Skills ♦ Listening: Listen to dialogues about people discussing their origins and destinations. ♦ Speaking: Practice asking and answering questions. “Where are you from?” “Where are you going?” ♦ Reading: Read short texts or conversations about people’s travel plans.

- ♦ **Writing:** Write short sentences about your origin and your travel destination.

WEEK 2: WRITE A POSTCARD

• Vocabulary:

- ♦ **Postcard phrases:** Greetings from, I'm having a great time, wish you were here
- ♦ **Adjectives:** sunny, amazing, beautiful, fun, relaxing

• Grammar:

- ♦ **Present Continuous Tense:** "I'm booking hotel rooms online today."
- ♦ **Simple Past Tense:** "Yesterday, I visited a museum."

• Language Skills

- ♦ **Listening:** Listen to someone reading a postcard and identify key phrases.
- ♦ **Speaking:** Practice reading and discussing postcards.
- ♦ **Reading:** Read examples of postcards and analyze the structure.
- ♦ **Writing:** Write a postcard using the format and vocabulary introduced.

WEEK 3: DESCRIBE A LANDSCAPE

• Vocabulary:

- ♦ **Descriptive adjectives:** beautiful, large, green, quiet, crowded
- ♦ **Landscape features:** mountains, rivers, forests, beaches, deserts, and cities

• Grammar

- ♦ **Adjectives for description:** "The mountain is tall." "The beach is beautiful."
- ♦ **Prepositions of place:** next to, behind, in front of

• Language Skills

- ◆ **Listening:** Listen to descriptions of various landscapes and identify the features.
- ◆ **Speaking:** Describe pictures of landscapes in pairs or small groups.
- ◆ **Reading:** Read descriptions of famous landscapes (e.g., national parks, cities).
- ◆ **Writing:** Write a short paragraph describing a landscape using appropriate adjectives.

WEEK 4: SHARE A TRAVEL EXPERIENCE / VISIT TOURIST ATTRACTIONS

- **Vocabulary**

Tourist attractions: museum, monument, gallery, park, temple, castle

Verbs: visit, walk, enjoy, go, look, see, like, relax

- **Grammar:**

- ◆ **Simple Past Tense:** "I visited the Eiffel Tower last summer."
- ◆ **Time expressions:** last year, yesterday, last week

- **Language Skills**

- ◆ **Listening:** Listen to someone describe their visit to a tourist attraction and answer questions.
- ◆ **Speaking:** Share a travel experience with a partner or small group.
- ◆ **Reading:** Read short articles about famous tourist attractions and answer comprehension questions.
- ◆ **Writing:** Write a short paragraph about your own travel experience, including details about the places you visited and the activities you did.

Method of Instruction

- **Interactive Activities**

- ◆ **"Find the Place" Activity:** Students use a map to follow directions from their partner to reach a location.
- ◆ **"Human GPS":** One student gives directions while the other walks around the classroom.

- ◆ **"City Role-play"**: Set up stations representing city locations and have students role-play traveling through the city.
- ◆ **"Room Designer"**: Students describe the furniture arrangement, and their partner places the pictures accordingly.

- **Role-Playing**

- ◆ **Tourist and Local**: One student acts as a tourist asking for directions, while the other gives simple directions.
- ◆ **Public Transport Role-Play**: One student asks for directions to a bus stop or train station, and the other explains how to get there, including which bus or train to take.
- ◆ **Real Estate Agent**: One student acts as a real estate agent, showing a house or apartment to a client, describing the rooms and features.

- **Visual Aids**

- ◆ **Large maps of neighborhoods or cities** with key locations (hospital, park, school)
- ◆ **Street signs and landmarks** reinforce vocabulary and location names as visual aids.
- ◆ **City maps with pictures** of buses, taxis, and metro lines are used as visual aids for visualizing transportation modes.
- ◆ **Photo cards** of common city landmarks (bus stop, bank, library)
- ◆ **Floor plans** of a house or apartment with furniture drawn in are used as visual aids for visualizing rooms.
- ◆ **Pictures of typical household items and rooms** (bed, sofa, kitchen, bathroom)

- **Audio recordings.**

- ◆ Audio recordings of **simple dialogues**
- ◆ Audio of **city announcements** or **transport station instructions**
- ◆ Audio recordings of someone **describing a home** or **room layout**

- **Guided Practice**: The teacher models giving simple directions step by step, provides example dialogues for asking for and giving directions to a public transportation station, and provides a guided description of a house followed by students' practice.

- **Pair Work**
 - ◆ One student gives simple directions, and the other follows on a map to reach a destination. They can switch roles afterward.
 - ◆ Students work in pairs to create simple dialogues about navigating the city, such as how to get to the market or the bus stop.
 - ◆ Students describe their room to a partner, who tries to draw or recreate the room layout based on the description.
- **Games**
 - ◆ **Treasure Hunt:** Hide items in the classroom and give students simple directions to find them using phrases like 'Go straight,' 'Turn left,' etc.
 - ◆ **City Race:** Students use maps and verbal clues to find different locations within a “city” created in the classroom. The first team to visit all the places wins.
 - ◆ **Guess the Room:** Students describe a room or part of a home, and their partner guesses which room is being described.
- **Skill Integration:** Incorporate all language skills (listening, speaking, reading, and writing) into each lesson. For instance, students listen to dialogues, read postcards, write short descriptions of landscapes, and share their travel experiences in speaking activities.
- **Differentiation**
 - ◆ Simplify maps for less confident learners.
 - ◆ Offer complex tasks for advanced learners.
 - ◆ Beginner students focus on basic vocabulary and one-step directions.
 - ◆ Advanced students describe navigating complex routes with multiple stops.
 - ◆ Provide sentence starters for beginners.
 - ◆ Encourage creative descriptions and detailed vocabulary for advanced students.
- **Personalization:** Allow learners to choose topics and materials that interest them.
 - ◆ **Give directions in their own neighborhood** or to **real places** they

	frequently visit. ♦ Create dialogues based on how they personally travel around their own city or town. ♦ Describe their own rooms or design their dream home, and describe it to the class. • Technology Integration ♦ Use Google Maps or similar apps to simulate giving and receiving directions or to explore virtual cities online to navigate different routes. ♦ Explore virtual city tours or online transport maps. ♦ Use design apps or websites where students can create and describe their own virtual homes or rooms.
Practical Skills: Interpersonal Skills and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. Practice asking and answering basic questions about origin and destination in role-play. • Use a map to point out locations. • Listen to simple travel dialogues in which someone describes their holiday, and to descriptions of landscapes, then match them with images. • Identify words related to origin and destination. • Practice responding to questions about travel plans. • Fill out basic travel documents. • Read travel itineraries, schedules, and maps for specific information. • Write a short postcard following a template. • Share postcard content verbally. • Read examples of postcards or holiday emails, travel reviews, or brochures about tourist attractions and natural landmarks. • Practice using basic adjectives for landscape pictures. • Describe a landscape from a picture. • Write sentences describing a landscape. • Read texts and role-play conversations about travel experiences.

- Ask questions about someone's travel experience.
- Write a paragraph about a visit to a tourist attraction.
- Listen to classmates describing travel experiences.

Interpersonal Skills and Attitudes

Students **should embody** the following interpersonal skills and attitudes for effective interaction:

- Engage in polite workplace introductions using basic phrases.
- Show interest in others' professions.
- Practice active listening and clear communication.
- Work collaboratively and show empathy.
- Express job preferences politely.
- Listen attentively and offer encouragement.
- Practice confidence in discussing aspirations.
- Use polite language when requesting appointments.
- Work collaboratively in mock interviews.
- Show initiative in preparing for job applications.
- Demonstrate a positive attitude toward work.
- Show respect for all professions.
- Cultivate a respectful attitude towards different jobs.
- Demonstrate openness and curiosity in learning.
- Display a positive attitude toward self-improvement.
- Show respect for others' career aspirations.
- Demonstrate a willingness to learn from others.
- Demonstrate responsibility and professionalism.
- Show confidence and perseverance in job applications.
- Foster a growth mindset in the job application process.

Documents

- **Lesson Plans:** Detailed plans for each lesson covering the subjects in this unit
- **Interactive Classroom Activities:** Detailed descriptions of activities for each week, including role-plays, games, and group tasks which include step-by-step guides for teachers on how to conduct interactive activities, such as:
 - ◆ Travel-related information gap tasks
 - ◆ Pair and group discussions about destinations and landscapes
 - ◆ Role-plays involving tourist interactions and travel questions
- **Visual Aids:** Printable images, flashcards, and posters of:
 - ◆ Famous tourist attractions (Eiffel Tower, Great Wall, etc.)
 - ◆ Landscapes like beaches, mountains, forests, and cities
 - ◆ Maps showing countries, cities, and travel routes
- **Listening Scripts and Audio Files:** Ready-to-use audio files that include dialogues and descriptions relevant to the week's theme, such as:
 - ◆ Conversations about where people are from and their travel plans
 - ◆ A person reading out a postcard describing their trip
 - ◆ Descriptions of landscapes and natural features
 - ◆ Narratives about visits to tourist attractions
- **Reading Passages:** Short reading materials relevant to travel and tourism, such as:
 - ◆ A short text about people from different countries and where they are traveling
 - ◆ A collection of example postcards from different vacation spots
 - ◆ Descriptions of famous landscapes or tourist spots, such as a national park or a cityscape
 - ◆ Travel diaries or experiences shared by tourists visiting famous destinations
- **Worksheets** can include exercises designed to reinforce vocabulary, grammar, and comprehension.
- **Assessment Strategies:**
 - ◆ **Quizzes:** Short quizzes at the end of each week to test vocabulary

	and grammar knowledge ♦ Oral Exams: Role-play activities or mini-presentations about their origins, destinations, travel experiences, or descriptions of landscapes ♦ Writing Assessments: ✓ Week 2: Submit the postcards they have written. ✓ Week 4: Write a short travel diary or a paragraph about a tourist attraction. • Homework Assignments: Homework tasks to reinforce class learning
References/ Resources	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. EXPRESS ORIGIN AND DESTINATION https://learnenglish.britishcouncil.org/skills/speaking/a1-speaking/talking-about-where-youre https://test-english.com/vocabulary/a1/countries-and-nationalities-a1-english-vocabulary/ https://test-english.com/listening/a1/countries-nationalities-and-languages-a1-english-listening-test/ https://english4real.com/practice/a1_r-unusual-cities.html WRITE A POSTCARD https://english4real.com/practice/a1_w-a-postcard.html https://english-practice.net/english-writing-exercises-for-a1-a-postcard/ https://www.eslprintables.com/writing_worksheets/writing_letters/writing_a_postcard/ https://www.twinkl.co.uk/resource/t-t-5967-how-to-write-a-postcard-powerpoint-task-setter DESCRIBE A LANDSCAPE

<https://www.twinkl.co.uk/search?q=landscapes&c=118&r=parent>

SHARE A TRAVEL EXPERIENCE/VISIT TOURISTIC ATTRACTIONS

https://english4real.com/practice/a2_q-a-holiday-blog.html

<https://english-practice.net/practice-listening-english-exercises-for-a1-journeys-2/>

https://english-practice.net/english-reading-exercises-for-a1-travel/#google_vignette

<https://english-practice.net/english-reading-exercises-for-a1-journeys/>

<https://english-practice.net/practice-reading-english-exercises-for-beginner-holidays/>

Evaluation

ORAL SKILLS:

- **Listening Comprehension:** Play an **audio** or a **recording of a dialogue** about travel, such as asking and answering about origins and destinations, describing a travel experience, describing a city, landscape, or tourist attraction.

Have students listen, then:

- ♦ Answer multiple-choice questions.
- ♦ Answer true or False questions.
- ♦ Fill in the blank.
- ♦ Match the descriptions/steps to the pictures.
- ♦ Choose the correct description from a list.
- ♦ Sequence the activities or steps mentioned, or answer questions about them.

- **Speaking:** Role-play, scenarios, or dialogues to practice:

- ♦ **Ask and answer questions** about origins and destinations using correct vocabulary and sentence structures.
- ♦ **Describe a travel experience** by explaining where they went, what they did, and what they saw.
- ♦ **Describe a landscape or tourist attraction** for your partner, using adjectives and landscape vocabulary.
- ♦ **Practice conversations** about writing a postcard, expressing feelings about a trip, and describing experiences.

WRITTEN SKILLS:

- **Reading Comprehension:** Read a **short text** about a travel experience, a postcard, or a description of a landscape. Then,
 - ♦ **Answer comprehension questions** to show understanding of the content.
 - ♦ **Complete vocabulary exercises** to identify and practice key words from the text (e.g., travel-related words and adjectives for landscapes).
 - ♦ **Fill in the blanks** in a passage using the correct prepositions and vocabulary.
- **Writing:** Use appropriate vocabulary, grammar, and expressions covered in this unit to write a **short text/paragraph** for each week's topic.
 - ♦ **Week 1:** Write about your own origin and travel destination.
 - ♦ **Week 2:** Write a postcard describing what you are doing and how you feel on your trip.
 - ♦ **Week 3:** Describe a landscape you have seen, using appropriate adjectives and prepositions.
 - ♦ **Week 4:** Share a travel experience, writing about the tourist attractions you visited and your overall impression.
- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, vocabulary, prepositions, adjectives, and sentence structure.

Organization	Work Duration	Theory	Practical Work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Express Origin and Destination	Is s/he able to use vocabulary related to places of origin and travel destinations?	☐	☐	☐
	Is s/he able to ask and answer questions about where someone is from and where they are going?	☐	☐	☐
	Is he/she able to use "to" and "from" correctly when describing travel destinations?	☐	☐	☐
	Is he/she able to form simple sentences using verbs such as "go," "come," and "travel"?	☐	☐	☐
LO 2: Write a Postcard	Is he/she able to use relevant vocabulary to describe activities during travel?	☐	☐	☐

	Is he/she able to write a short postcard using simple sentences about their travel experience?	☐	☐	☐
	Is he/she able to correctly use the Present Simple, Present Continuous, and Past Simple tenses when writing about activities?	☐	☐	☐
	Is he/she able to express feelings or opinions about the trip?	☐	☐	☐
LO 3: Describe a Landscape	Is he/she able to use appropriate adjectives to describe landscapes and natural features?	☐	☐	☐
	Is he/she able to describe the physical features of a place?	☐	☐	☐
	Is s/he able to use prepositions of place correctly when describing locations?	☐	☐	☐
	Is he/she able to identify and describe different types of landscapes?	☐	☐	☐
LO 4: Share a Travel Experience / Visit Tourist Attractions	Is he/she able to describe a past travel experience using the Past Simple tense?	☐	☐	☐
	Is he/she able to use relevant vocabulary to talk about tourist attractions?	☐	☐	☐
	Is he/she able to share opinions about places visited?	☐	☐	☐
	Is he/she able to participate in role-plays or conversations about visiting popular tourist destinations?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is he/she able to identify key information from listening exercises related to travel and tourism?	☐	☐	☐
	Is he/she able to answer comprehension questions based on audio material about travel experiences or tourist attractions?	☐	☐	☐
	Is he/she able to recognize vocabulary related to places, activities, and landscapes in listening exercises?	☐	☐	☐

	Is he/she able to match spoken descriptions of tourist attractions with the correct images or texts?	☐	☐	☐
LO 6: Engage in Conversations About Travel and Tourism	Is he/she able to ask and answer questions about travel destinations and experiences?	☐	☐	☐
	Is he/she able to express preferences when talking about places they would like to visit?	☐	☐	☐
	Is he/she able to engage in role-plays discussing travel plans and tourist attractions?	☐	☐	☐
	Is he/she able to use travel-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Travel-Related Texts	Is he/she able to identify key information from written texts about travel and tourist attractions?	☐	☐	☐
	Is he/she able to answer reading comprehension questions accurately based on travel-related texts?	☐	☐	☐
	Is he/she able to give the main ideas of a text related to travel destinations or landscapes?	☐	☐	☐
	Is he/she able to match descriptions of tourist destinations with corresponding images or maps?	☐	☐	☐
LO 8: Develop Writing Skills Through Travel-Related Exercises	Is he/she able to write simple sentences using travel-related vocabulary and grammar structures?	☐	☐	☐
	Is s/he able to write about their own travel experiences or future travel plans?	☐	☐	☐
	Is s/he able to describe a landscape or a tourist attraction in writing?	☐	☐	☐
	Is s/he able to write a short paragraph about a place they would like to visit, using appropriate vocabulary?	☐	☐	☐
LO 9: Pronounce Travel-Related	Is s/he able to pronounce travel-related vocabulary (e.g., city names, landmarks) accurately?	☐	☐	☐

Vocabulary Correctly	Is s/he able to stress syllables correctly in multi-syllable terms related to travel and tourism?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	6
Unit title	Work and Careers
Level	Year 1 - Level General English (GE)
Semester	First
Subjects	Jobs and Professions Job description

	• Job preferences / Apply for a Job • Basic Job Applications / An Appointment Schedule and Request
Unit description	This unit is designed for Year 1– students in the BP program. It aims to equip learners with essential language skills for communicating in work-related contexts, enabling them to discuss professions, describe job roles, express preferences, and navigate job applications. It focuses on practical topics such as introducing jobs and professions, describing simple job duties, discussing job preferences, and applying for jobs. Through a blend of vocabulary building, grammar practice, and real-life applications, students will gain confidence in using English for work and professions. <u>Week 1:</u> Introduce Jobs and Professions <u>Week 2:</u> Describe Simple Jobs <u>Week 3:</u> Talk about job preferences / Apply for a Job <u>Week 4:</u> Basic Job Applications / Request and Schedule an Appointment
Competences	This unit is designed to equip learners with essential language skills for communicating in work-related contexts, enabling them to discuss professions, describe job roles, express preferences, and navigate job applications. It focuses on practical topics such as introducing jobs and professions, describing simple job duties, discussing job preferences, and applying for jobs. Through a blend of vocabulary building, grammar practice, and real-life applications, students will gain confidence in using English for work and career settings. By the end of this unit, the learner will be able to: • Discuss jobs, professions, and work topics. • Express ideas clearly in a professional context. • Practice active listening in work scenarios. • Expand job-related vocabulary. • Use correct grammar for job-related discussions. • Engage in role-playing activities for job-related situations. • Collaborate to exchange information about professions and workplace tasks. • Express ideas through writing cover letters, job applications, and emails. • Develop problem-solving skills by discussing job preferences. • Understand the job application process.

	• Navigate conversations about job descriptions and preferences. • Discuss future career plans and job opportunities.
Prerequisites	• Essential everyday vocabulary • Simple Sentence Structure • Basic phrases and sentences to express needs and preference • Singular and plural nouns • Countable and uncountable nouns • Definite and indefinite articles ("a," "an," "the") • Possessive Adjectives: (my, your, his, her, our, their) • Simple present tense (e.g., "I eat." "He works.") • Adverbs of frequency: always, usually, sometimes, never (e.g., "I always take the train." "He never drives to work.") • Imperative sentences • Simple question formation and responses
Contents	WEEK 1: INTRODUCTION TO JOBS AND PROFESSIONS / COMMUNICATE AT WORK • Vocabulary ♦ Common Professions: teacher, doctor, engineer, nurse, chef, driver, cook, carpenter, clerk, electrician, etc. ♦ Workplace-related Terms: office, manager, colleague, meeting, task, report, etc. • Grammar ♦ Simple Present Tense (affirmative, negative, and interrogative forms) ♦ Singular and Plural Nouns related to Professions (e.g., teacher/teachers) • Language Skills ♦ Listening: Listen to short dialogues about professions and workplaces. ♦ Speaking: Role-play- Introducing yourself and your job.

- ♦ **Reading:** Read simple job descriptions or employee profiles.
- ♦ **Writing:** Write a few sentences about a chosen profession.

WEEK 2: DESCRIBING SIMPLE JOB ROLES AND RESPONSIBILITIES

• Vocabulary

- ♦ **Job-related actions:** help, be in charge of, supervise, cook, teach, build, drive, etc.
- ♦ **Workplace Environments:** hospital, school, office, factory, shop, etc.

• Grammar

- ♦ **Describing routines and duties using the Simple Present tense**
- ♦ **Adverbs of Frequency** (always, usually, sometimes, never) to talk about job routines

• Language Skills

- ♦ **Listening:** Listen to a description of a job and identify the tasks performed.
- ♦ **Speaking:** Practice describing a typical day at work using job-related verbs.
- ♦ **Reading:** Read short passages about different work environments (hospital, office, school, etc.).
- ♦ **Writing:** Write a short paragraph describing a job and its main responsibilities.

WEEK 3: JOB PREFERENCES AND APPLYING FOR A JOB

• Vocabulary

- ♦ **Preferences:** like, enjoy, want
- ♦ **Job-related terms:** ask for a job, a meeting to get a job, skills required for a job, experience (past work), and a resume

• Grammar

	♦ Expressing preferences using verbs like "like," "prefer," and "enjoy" ♦ Using "want to" and "would like to" for future plans • Language Skills ♦ Listening: Listen to people discussing job preferences and reasons. ♦ Speaking: Talk about job preferences: "What job would you like to do? Why?" ♦ Reading: Read job advertisements and identify qualifications and job descriptions. ♦ Writing: Write a simple job application (cover letter) expressing interest in a job. WEEK 4: BASIC JOB APPLICATIONS AND SCHEDULING APPOINTMENTS • Vocabulary ♦ Application terms: application (job form), a resume, interview (meeting to get a job), experience, skills ♦ Scheduling terms: appointment, schedule, free time availability, time, meeting • Grammar ♦ Modal verbs for requests and scheduling: can, could, would ♦ Future tense (will) for appointments and plans • Language Skills ♦ Listening: Listen to conversations about scheduling appointments and job interviews. ♦ Speaking: Practice requesting and scheduling appointments over the phone. ♦ Reading: Read job application forms or interview scheduling emails. ♦ Writing: Write a formal email to request an interview or schedule an appointment.
Method of Instruction	• Interactive Activities:

- ♦ Job Flashcards
- ♦ Job Charades: Act out a job and let others guess.
- ♦ Preference Poll
- ♦ Job Application Form Activity
- **Role-Playing:**
 - ♦ Job Introduction
 - ♦ Interview Role-Play
 - ♦ Scheduling Appointments: One student plays the employer, and the other requests an interview or appointment.
- **Visual Aids:**
 - ♦ Profession Posters: Different jobs and the workplaces where they occur
 - ♦ Job Description Cards
 - ♦ Job Application Templates
- **Audio Recordings:** Job Introduction Dialogues, Interview Practice, Appointment Scheduling
- **Guided Practice:**
 - ♦ **Job Introductions:** The teacher demonstrates simple sentences like "I work as a doctor," and then students practice in pairs.
 - ♦ **Describing Jobs:** The teacher guides students through describing what different jobs involve using basic vocabulary ("A baker makes bread.")
 - ♦ **Filling Out Job Applications:** The teacher models how to complete a basic job application form, followed by student practice.
 - ♦ **Appointment Scheduling:** The teacher shows how to ask for an appointment politely and provides sentence starters.
- **Pair Work:** interview each other, describe a job, discuss job preferences, and appointment role-play: Practice calling and scheduling an appointment in pairs.
- **Games:**
 - ♦ **Job Bingo:** Students cross off jobs on their bingo cards as they hear them described.

	♦ Charades: Act out professions and have others guess. ♦ Job Matching: Match job titles with descriptions in a timed competition. ♦ Interview Relay: Students take turns answering quick job interview questions in a relay format. • Skill Integration: Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit. • Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: Allow learners to choose topics and materials that interest them (Personal Job Preferences, Family Jobs, Real-life Scenarios). • Technology Integration: Use short online videos to show real-life examples of different jobs, use apps or websites to simulate job interviews and apply for jobs online, practice filling out digital job application forms, and explore job websites where students can browse different professions.
Practical Skills: Interpersonal Skills and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Recognize basic job titles and common professions. • Introduce oneself and others with a focus on professions. • Use simple phrases to describe daily tasks in different jobs. • Engage in basic workplace interactions. • Describe a job using basic vocabulary, focusing on tasks and responsibilities. • Use the present simple tense to describe routines or duties. • Respond to simple questions about job descriptions. • Express job preferences using simple structures. • Compare different jobs using basic adjectives. • Apply for a job using simple sentences, such as filling out a basic job application form with personal details and preferences.

- Complete simple job applications using personal information.
- Request an appointment using polite phrases.
- Respond to appointment scheduling questions, such as confirming dates and times.

Interpersonal Skills and Attitudes

Students **should embody** the following interpersonal skills and attitudes for effective interaction:

- Learn to start conversations politely and respectfully.
- Understand how to take turns in conversations and respond appropriately in work-related interactions.
- Show interest in others' ideas and responses by listening attentively and using nonverbal cues.
- Use common polite expressions to show respect and maintain positive professional relationships.
- Work well with others, contributing to group tasks and supporting colleagues.
- Offer help politely when needed and accept assistance from others with gratitude and respect.
- Suggest simple solutions when disagreements arise, using polite language for a positive outcome.
- Maintain a positive attitude toward learning English and improving skills through practice and collaboration.
- Be open to new ideas, methods, and cultural differences, and adapt to different working environments or situations.
- Understand workplace hierarchies and communicate appropriately with different colleagues.
- Show respect when interacting with authority figures and use the appropriate level of formality.
- Be punctual for work, meetings, and other commitments, as well as deadlines.
- Take ownership of your work, complete tasks to the best of your ability, and ask for help when necessary.

	- Consider other people's feelings, needs, and viewpoints in communication. - Practice emotional control in stressful or challenging situations.
Documents	Lesson Plans: Detailed plans for each lesson covering the subjects in this unit Interactive Classroom Activities: - Detailed descriptions of activities for each week, including role-plays, games, and group tasks - Step-by-step guides for teachers on how to conduct interactive activities, such as pair work, group activities, and whole-class exercises, to encourage participation - Activities may include matching exercises, completing sentences, role-plays, and practical communication scenarios. Visual Aids - Picture flashcards, such as images of jobs, tools, or common workplace items - Profession-posters: Visual aids showing different jobs and the workplaces where they occur - Job Description Cards: Cards showing short descriptions of jobs (e.g., "A teacher works in a school.") - Job Application Templates: Templates for students to practice filling out job application forms Listening Scripts and Audio Files: Audio recordings or scripts about: - Job Introduction Dialogues: Short recordings where people introduce themselves and their jobs - Interview Practice: Job interviews followed by comprehension questions - Appointment Scheduling: Recordings of phone conversations where someone schedules a job interview Reading Passages: Short reading texts related to the unit's theme (e.g., job descriptions, emails, short articles) Worksheets can include vocabulary exercises, grammar practice, reading comprehension, application forms, and other functional writing tasks. Assessment strategies include quizzes, oral exams, and writing

	assessments.
References/ Resources	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. INTRODUCE JOBS AND PROFESSIONS / COMMUNICATE AT WORK https://test-english.com/listening/a1/whats-your-job-a1-english-listening-test/ https://m.busyteacher.org/25864-jobs-guess-my-job.html https://m.busyteacher.org/26461-jobs-double-puzzle.html DESCRIBE A SIMPLE JOB https://english4real.com/practice/p-t-office.html https://test-english.com/listening/a1/kathys-job-listening-test/ https://test-english.com/reading/a1/guess-who-a1-english-reading-test/ https://m.busyteacher.org/25779-talking-about-your-job-for-cooks-and-waiters.html TALK ABOUT JOB PREFERENCES / APPLY FOR A JOB https://english-practice.net/practice-listening-english-exercises-for-a1-travel/ https://m.busyteacher.org/26662-job-interview-talking-about-skills.html BASIC JOB APPLICATIONS/ REQUEST AND SCHEDULE AN APPOINTMENT https://www.allthingslistening.com/telephone-easy.html https://english4real.com/practice/a2_g-an-application-letter.html https://app.eduportal.com/share/0bf2f7fc-3d9a-11e8-b33e-00155d645900
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of simple dialogues, announcements, or instructions about work-related contexts. Have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer true or false questions.

- ♦ Fill in the blanks.
- ♦ Match the descriptions/steps to the pictures.
- ♦ Choose the correct description from a list.
- ♦ Sequence the activities or steps mentioned, or answer questions about them.

- **Speaking:** Role-play, simulations of real-life conversations, scenarios, or dialogue practice, including interviews/question-and-answer sessions

WRITTEN SKILLS:

- **Reading Comprehension:** Provide short, simple texts such as a job description, a schedule, a personal letter, a reading passage describing a person's daily routine at work or a short email confirming a job interview. Have students read, then:
 - ♦ Answer questions to demonstrate their comprehension of the content.
 - ♦ Complete vocabulary exercises related to the text.
- **Writing:** Use appropriate vocabulary, grammar, and expressions covered in this unit to:
 - ♦ Write five sentences describing a typical day at work.
 - ♦ Fill out a job application form or appointment request form.
 - ♦ Write a short paragraph introducing yourself and talking about your job.
- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.

Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Introduce Jobs and Professions / Communicate at Work	Is s/he able to identify and name different jobs and professions?	☐	☐	☐
	Is s/he able to use job-related vocabulary appropriately?	☐	☐	☐
	Is s/he able to communicate basic work-related needs and actions?	☐	☐	☐
	Is s/he able to express opinions about jobs using simple phrases?	☐	☐	☐
LO 2: Describe Simple Job Responsibilities	Is s/he able to describe the basic tasks of different jobs?	☐	☐	☐
	Is s/he able to use the present simple tense to describe job duties?	☐	☐	☐
	Is s/he able to explain the tools or equipment used in certain jobs?	☐	☐	☐
LO 3: Talk About Job Preferences / Apply for a Job	Is s/he able to express preferences for different jobs using "like," "prefer," and "want"?	☐	☐	☐
	Is s/he able to ask and answer questions about job preferences?	☐	☐	☐
	Is s/he able to complete a simple job application form?	☐	☐	☐
	Is s/he able to write a basic cover letter for a job application?	☐	☐	☐
LO 4: Basic Job Applications / Request and	Is s/he able to request a job interview or appointment?	☐	☐	☐
	Is s/he able to use appropriate vocabulary to schedule and	☐	☐	☐

Schedule an Appointment	confirm appointments?			
	Is s/he able to role-play a conversation related to scheduling an interview?	☐	☐	☐
	Is s/he able to use formal and polite language to make requests?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is s/he able to identify job-related terms in listening exercises?	☐	☐	☐
	Is s/he able to answer comprehension questions based on audio materials about jobs?	☐	☐	☐
	Is s/he able to match spoken job descriptions with the correct professions?	☐	☐	☐
LO 6: Engage in Conversations About Work and Jobs	Is s/he able to ask and answer questions about jobs and work experiences?	☐	☐	☐
	Is s/he able to participate in role-plays discussing job duties and schedules?	☐	☐	☐
	Is he/she able to use job-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Job-Related Texts	Is he/she able to identify key information from job-related texts?	☐	☐	☐
	Is he/she able to match job descriptions with job titles?	☐	☐	☐
	Is he/she able to answer reading comprehension questions about job roles and tasks?	☐	☐	☐
LO 8: Develop Writing Skills Through Job-Related Exercises	Is he/she able to write simple sentences using job-related vocabulary and grammar?	☐	☐	☐
	Is he/she able to describe job preferences and responsibilities in writing?	☐	☐	☐
	Is he/she able to complete a job application form accurately?	☐	☐	☐

LO 9: Pronounce Job-Related Vocabulary Correctly	Is he/she able to pronounce job-related vocabulary accurately?	☐	☐	☐
	Is he/she able to correctly stress syllables in multi-syllable job terms?	☐	☐	☐
	Is he/she able to participate in pronunciation drills effectively?	☐	☐	☐

ENGLISH – BP – YEAR 2

PEDAGOGICAL SEQUENCE

Unit Number	1
Unit title	Environment
Level	Year 2–Level A1+—General English (GE)
Semester	Two
Subjects	• The climate • Weather forecasts • Natural disasters • Eco-friendly habits
Unit description	This unit is designed for Year 2–students in the BP program. It introduces students to essential English skills in the context of environmental topics, focusing on practical communication related to climate, weather forecasting, natural disasters, and eco-friendly habits. Students will learn how to talk about different types of weather, present a weather forecast, discuss the impact of natural disasters, and adopt environmentally-friendly practices. Through this unit, they will acquire the vocabulary and expressions necessary to effectively engage in conversations about environmental issues, fostering an understanding of how to communicate in various environmental contexts. Week 1: Talk about the climate Week 2: Present a weather forecast

	<u>Week 3:</u> Discuss natural disasters <u>Week 4:</u> Learn some eco-friendly habits
Competences	By the end of this unit, the learner will be able to: • Understand and describe simple weather conditions, natural disasters, and eco-friendly habits. • Compare weather conditions in different seasons or regions. • Give basic weather forecasts. • Discuss the causes and effects of natural disasters. • Suggest eco-friendly actions. • Read and understand simple texts about weather and environmental topics. • Write about climate, weather forecasts, natural disasters, and eco-friendly actions using basic vocabulary and grammar.
Prerequisites	• Basic phrases and sentences • Singular and plural nouns • Countable and uncountable nouns • Simple present tense • Possessive adjectives • Simple question formation and responses • Comparative adjectives
Contents	WEEK 1: TALK ABOUT THE CLIMATE. • Vocabulary: climate, weather, hot, cold, warm, cool, rain, sunny, windy, snow, cloud, storm, temperature, season, summer, winter, autumn/fall, spring • Grammar ♦ Review simple present tense (It is hot. It rains a lot in spring.) ♦ Comparatives (hotter, colder, warmer) ♦ “There is” and “There are” for weather description (There is snow in winter.)

- **Language Skills**

- ♦ **Reading:** Read short texts or dialogues about the climate in different countries or regions.
- ♦ **Listening:** Listen to simple weather reports and identify the weather described.
- ♦ **Speaking:** Describe the weather in your city or country.
- ♦ **Writing:** Write simple sentences about the climate in your country.

WEEK 2: PRESENT A WEATHER FORECAST

- **Vocabulary:** forecast, degrees Celsius, cloudy, partly cloudy, showers, storm, thunderstorm, lightning, fog, windy, rain, snow, high, low, and temperature
- **Grammar**
 - ♦ **Future tense with “will”** (It will rain tomorrow. The temperature will be 25°C.)
 - ♦ **Imperatives** (Bring an umbrella. Wear a coat.)
- **Language Skills**
 - ♦ **Reading:** Read simple weather forecasts.
 - ♦ **Listening:** Listen to weather forecasts and match the weather with the cities mentioned.
 - ♦ **Speaking:** Give a short weather forecast for the next day in your area.
 - ♦ **Writing:** Write a weather forecast for a specific day.

WEEK 3: DISCUSS NATURAL DISASTERS

- **Vocabulary:** natural disaster: earthquake, tsunami, hurricane, flood, storm, damage, save people, go away to a safe place, safe place to stay
- **Grammar**
 - ♦ **Past tense** for describing past events
 - ♦ **“Can”** for ability

- **Language Skills**

- ♦ **Reading:** Read short news articles or reports on natural disasters.
- ♦ **Listening:** Listen to reports about natural disasters and identify the event (e.g., flood, earthquake, wildfire).
- ♦ **Speaking:** Talk about natural disasters that are common in your country.
- ♦ **Writing:** Write a short paragraph about a natural disaster you know.

WEEK 4: LEARN SOME ECO-FRIENDLY HABITS

- **Vocabulary:** recycle, reuse, reduce, waste, plastic, paper, energy, electricity, water, pollution, environment, nature, green, eco-friendly, save, protect

- **Grammar**

- ♦ **Modal verbs for suggestions** (We should recycle. You can save water by turning off the tap.)
- ♦ **Present continuous for actions in progress** (I am recycling my old papers.)

- **Language Skills**

- ♦ **Reading:** Read short texts on eco-friendly habits.
- ♦ **Listening:** Listen to simple explanations about eco-friendly habits.
- ♦ **Speaking:** Discuss your eco-friendly habits and suggest ideas to others.
- ♦ **Writing:** Write a list of eco-friendly habits you can do at home.

Method of Instruction

- **Interactive Activities:**
 - ♦ **Weather Map Activity:**
 - ✓ Use a map of different climates around the world to demonstrate weather conditions. Students will
 - ✓ Place weather symbols (sun, rain, clouds) in different locations and
 - ✓ Describe the weather conditions there.
 - ♦ **Interactive Map:** Students take turns presenting a simple weather forecast using a map with icons they can manipulate, describing the weather across different regions.
 - ♦ **Disaster Scenarios:** Present different natural disaster scenarios and ask students how they would respond.
 - ♦ **Eco-Quiz:** Have students:
 - ✓ Take a quiz about eco-friendly habits.
 - ✓ Answer questions with simple yes/no responses.
 - ✓ Select the best habits.
- **Role-Playing:**
 - ♦ **Meteorologist Report:** One student pretends to be a TV meteorologist and gives a simple weather report for a chosen city. Other students ask questions about the weather.
 - ♦ **Weather Anchor:** In groups, students create a mock TV studio. One student is the weather anchor, while others play different roles, helping to deliver the forecast.
 - ♦ **Disaster Response:** One student is a news reporter interviewing another student who has just experienced a natural disaster. The “victim” describes what happened using basic phrases.
 - ♦ **Eco-Friendly Shopping:** Set up a role-playing scenario in which students act as shoppers choosing eco-friendly products in a store. One student is the shopper, and the other is the store clerk offering advice on sustainable options.

- **Visual Aids:**
 - ♦ **Weather Flashcards:** Pictures of various weather conditions
 - ♦ **Weather Symbols:** Images of weather symbols (clouds, sun, storm, etc.) to guide the creation of weather forecasts
 - ♦ **Disaster Posters:** Pictures of natural disasters (e.g., floods, forest fires) to introduce vocabulary
 - ♦ **Eco-Posters:** Display posters or images that show eco-friendly actions (e.g., recycling, using a bicycle). Students identify the actions and discuss how to implement them in daily life.
- **Audio Recordings:** Play authentic or simplified recordings of:
 - ♦ **Simple weather reports** from different places
 - ♦ **Real-World Forecasts:** Weather forecasts from English-speaking countries. Students then mimic the structure in their own presentations.
 - ♦ **Disaster Stories:** Stories about natural disasters
 - ♦ **Eco-Tips:** Play simple audio clips that provide eco-friendly tips (e.g., "Turn off the lights when you leave a room.")
- **Pair Work:**
 - ♦ **Compare and Contrast:** Talk about the climate in their home country or city compared with another place.
 - ♦ **Forecast Practice:** Practice giving weather forecasts to each other.
 - ♦ **Problem-Solution:** Discuss different natural disasters and how people should react.
 - ♦ **Daily Habits:** Create a list of eco-friendly habits they can adopt in their daily lives.
- **Games:**
 - ♦ **Weather Bingo:** Create bingo cards with different weather conditions. Call out weather types, and students mark the ones they hear. The first to get a full row or column wins.
 - ♦ **Weather Race:** Have students race to create a full weather report with given weather symbols and locations on a map. The fastest and most accurate team wins.
 - ♦ **Disaster Jeopardy:** Create a quiz game where students answer questions about different natural disasters.

	♦ Eco-Charades: One student acts out an eco-friendly habit, and the others guess what it is. • Guided Practice: ♦ Provide weather-related sentences with missing words. ♦ A basic script for a weather forecast ♦ Sentence starters ♦ Habit Matching: Provide a list of eco-friendly actions. Students match the actions with the benefits. • Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit. • Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: Allow learners to choose topics and materials that interest them. • Technology Integration: ♦ Use apps like Quizlet or Kahoot to create digital flashcards with weather-related vocabulary. ♦ Interactive weather apps (like Google Weather, AccuWeather, or BBC Weather) allow students to see live weather reports and practice describing the weather. ♦ Have students record themselves using smartphones or tablets to deliver a simple weather forecast. ♦ Use platforms like National Geographic, BBC Earth, or YouTube to show documentaries or short clips on natural disasters (earthquakes, floods, hurricanes). ♦ Encourage students to create digital stories about how they practice eco-friendly habits at home or at school using tools like Book Creator or Storybird.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various contexts. Use simple phrases to describe the weather in their city or country.

- Learn to ask about the weather when traveling or meeting someone from a different region.
- Provide a simple forecast.
- Practice understanding and responding to weather forecasts.
- Prepare for making plans based on the weather.
- Discuss natural disasters and their effects.
- Share experiences using simple language.
- Share tips for preparing for disasters.
- Practice giving advice on staying safe.
- Discuss eco-friendly habits and ways to protect the environment.
- Gain confidence in conversations about the environment.
- Understand environmental information in various forms.

Interpersonal Skills and Attitudes

Students **should embody** the following interpersonal skills and attitudes for effective interaction:

- Practice attentive listening when discussing weather or climate.
- Respect climate differences between regions.
- Speak clearly and confidently, and be friendly.
- Make eye contact and use polite phrases.
- Show empathy for natural disasters.
- Express concern for the impact on lives.
- Collaborate on preparation and response ideas.
- Encourage eco-friendly habits positively.
- Take personal responsibility for environmental actions.
- Understand collective responsibility for the environment.
- Engage in respectful conversations about climate and weather globally.

Documents

- **Lesson Plans:** Detailed plans for each lesson covering the subjects in this unit

- **Interactive Classroom Activities**
 - ♦ **Role-Play Scenarios:** Printed role-play cards where students can
 - ✓ Talk about the climate.
 - ✓ Present a weather forecast.
 - ✓ Discuss natural disasters and eco-friendly habits.
 - ♦ **Interactive Presentations: PowerPoint slides** introducing new vocabulary for each topic.
 - ♦ **Speaking Activity Cards:**
 - ✓ Question cards to prompt speaking activities
 - ✓ Opinion cards with phrase prompts
 - ♦ **Digital Tools and Online Resources:**
 - ✓ **Links** to weather websites (e.g., **Weather.com** or **BBC Weather**)
 - ✓ Natural disaster **educational videos** (e.g., **YouTube clips**)
 - ✓ **Interactive vocabulary games:** Use apps like **Quizlet** and **Kahoot**.
 - ✓ **Eco-friendly websites and apps:** Explore tools like **Oroeco** to track eco-friendly habits.
- **Visual Aids**
 - ♦ **Images, flashcards**
 - ♦ **Posters/charts** showing different climate zones around the world, different types of natural disasters and their effects, and visual aids with tips on being eco-friendly
 - ♦ **Classroom displays** of common weather vocabulary with corresponding images
 - ♦ **Word Wall:** An environment-related vocabulary corner in the classroom
- **Listening Scripts and Audio Files:** authentic, short, clear, and simple audio recordings

	◆ Weather forecasts ◆ Natural disasters and follow-up questions about causes and effects ◆ Describing eco-friendly activities like recycling or conserving water ◆ Describing what happens during an earthquake or flood • Reading passages: Short reading texts related to the unit's theme ◆ Climate and weather ◆ Sample weather forecasts and reports ◆ Simple articles about how different natural disasters occur and their effects ◆ Short stories or articles about people adopting eco-friendly lifestyles, discussing recycling, saving energy, and reducing plastic use • Worksheets can include vocabulary exercises, grammar practice, role-play scripts/dialogues, reading comprehension, and writing tasks. • Assessment strategies include tests, quizzes, oral exams, and writing assessments. Quizzes can be done on paper or through digital platforms like Google Forms or Kahoot.
Resources / References	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. TALK ABOUT THE CLIMATE. https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/weather https://www.esleschool.com/a1-weather-exercises/ https://www.teach-this.com/search?searchword=weather&searchphrase=all&limit=3 https://www.allthingstopics.com/weather.html PRESENT A WEATHER FORECAST. https://www.teach-this.com/general-activities-worksheets/weather#elementary https://www.allthingstopics.com/weather.html https://english-practice.net/listening-exercises-a1-the-weather/

	https://english4real.com/practice/a1_l1-t-weather.html DISCUSS NATURAL DISASTERS. https://www.allthingstopics.com/weather.html https://www.allthingstopics.com/disasters.html https://en.islcollective.com/english-esl-worksheets/search/natural+disasters LEARN SOME ECO-FRIENDLY HABITS. https://en.islcollective.com/english-esl-worksheets/general-topic/environment/how-green-are-youquiz/76448 https://www.youtube.com/watch?v=NZSazOQjNSY https://www.allthingslistening.com/environment-easy.html
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of simple dialogues, announcements, or descriptions related to weather, climate, natural disasters, or eco-friendly habits. Have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer True or False questions. ♦ Fill in the blank. ♦ Match the descriptions/steps to the pictures. ♦ Choose the correct description from a list. ♦ Sequence the activities or steps mentioned. • Speaking: Role-play simulations of real-life conversations, scenarios, or dialogues for practice. Conduct interview/question-and-answer sessions. ♦ Role-Playing Weather Reporter: Have students present a weather forecast using key vocabulary learned during the unit. They can act as a TV weather reporter, providing details about the temperature, weather conditions, and advice for the audience.

- ♦ **Simulating Real-Life Conversations:** Pair students to
 - ✓ Discuss the climate in different regions.
 - ✓ Role-play situations like talking to a friend about eco-friendly habits.
- ♦ **Scenarios for Natural Disasters:** Students practice
 - ✓ Respond to scenarios as if they were emergency drills.
 - ✓ Give advice on what to do during a natural disaster.
- ♦ **Interviews/Question & Answer Sessions:** Set up a Question & Answer session where one student
 - ✓ Interviews others about their knowledge of eco-friendly habits.
 - ✓ Asks about the climate/weather.

WRITTEN SKILLS:

- **Reading Comprehension:** Provide short, simple texts about the climate, natural disasters, or eco-friendly habits for students to read.

Have students read, then:

- ♦ Answer questions to demonstrate their comprehension of the content.
- ♦ Complete vocabulary exercises related to the text.
- **Writing:** Write simple sentences or short paragraphs based on the content of the unit.
 - ♦ Write a short weather forecast for the week.
 - ♦ Write a short paragraph about eco-friendly habits they can practice, using vocabulary such as "recycle," "reuse," "save water," and "reduce plastic."
- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.

Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for assessment	Assessment		
		Yes	No	N/A
LO 1: Talk about the climate	Is s/he able to use vocabulary related to climate?	☐	☐	☐
	Is s/he able to talk about their local climate and weather patterns using simple sentences?	☐	☐	☐
	Is s/he able to describe different types of weather conditions in other regions or countries?	☐	☐	☐
	Is s/he able to use weather-related adjectives and nouns correctly?	☐	☐	☐
LO 2: Present a weather forecast	Is s/he able to use future forms when talking about upcoming weather conditions?	☐	☐	☐
	Is s/he able to give a simple weather forecast using relevant vocabulary and expressions?	☐	☐	☐
	Is s/he able to include temperature and weather conditions in the forecast?	☐	☐	☐
	Is s/he able to give advice based on weather conditions?	☐	☐	☐
LO 3: Discuss natural disasters	Is s/he able to identify different types of natural disasters?	☐	☐	☐
	Is s/he able to explain simple causes and effects of natural disasters?	☐	☐	☐
	Is s/he able to describe safety measures people should take during a natural disaster?	☐	☐	☐
	Is s/he able to talk about past natural disasters using the Past Simple tense?	☐	☐	☐

LO 4: Learn some eco-friendly habits	Is s/he able to list basic eco-friendly habits (e.g., recycling, saving water, using less plastic)?	☐	☐	☐
	Is s/he able to talk about why eco-friendly habits are important (e.g., "Recycling helps protect the environment")?	☐	☐	☐
	Is s/he able to give suggestions on how to be more eco-friendly using modals like "should" and "must"?	☐	☐	☐
	Is s/he able to describe how they practice eco-friendly habits in their daily life?	☐	☐	☐
LO 5: Comprehend and interpret information from listening exercises	Is s/he able to identify key information from listening exercises related to the weather, climate, or natural disasters?	☐	☐	☐
	Is s/he able to answer comprehension questions based on audio material about eco-friendly habits or weather forecasts?	☐	☐	☐
	Is s/he able to recognize vocabulary related to climate and eco-friendly practices in listening exercises?	☐	☐	☐
	Is s/he able to match spoken descriptions of weather conditions or eco-friendly actions to the correct images or texts?	☐	☐	☐
LO 6: Engage in conversations about the environment	Is s/he able to ask and answer questions about climate and weather conditions?	☐	☐	☐
	Is s/he able to talk about eco-friendly actions and why they are important?	☐	☐	☐
	Is s/he able to participate in role-plays discussing the impact of natural disasters and how to stay safe?	☐	☐	☐
	Is s/he able to use environment-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve reading	Is s/he able to identify key information from written texts about climate change, weather patterns, or eco-friendly	☐	☐	☐

comprehension skills using environment-related texts	habits?			
	Is s/he able to answer reading comprehension questions accurately based on environment-related texts?	☐	☐	☐
	Is s/he able to give the main ideas of a text related to the environment, climate, or natural disasters?			
	Is s/he able to match descriptions of weather conditions or eco-friendly habits with corresponding images or texts?	☐	☐	☐
LO 8: Develop writing skills through environment-related exercises	Is s/he able to write simple sentences using environment-related vocabulary and grammar structures?	☐	☐	☐
	Is s/he able to write a short paragraph describing the climate in their city or region?	☐	☐	☐
	Is s/he able to write a short paragraph about what people should do in case of a natural disaster?	☐	☐	☐
	Is s/he able to describe an eco-friendly habit they practice or would like to practice?	☐	☐	☐
LO 9: Pronounce environment-related vocabulary correctly	Is s/he able to pronounce climate- and environment-related vocabulary (e.g., "climate," "recycle," "hurricane") accurately?	☐	☐	☐
	Is s/he able to stress syllables correctly in multi-syllable terms related to the environment (e.g., "environment," "ecology")?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	2
Unit title	Fashion
Level	Year 2–Level A1+—General English (GE)
Semester	Two
Subjects	• Clothing and accessories • Outfit Description • Styles and trends • Clothes Choices
Unit description	This unit is designed for Year 2—students in the BP program. It introduces students to essential English skills in the context of fashion. It focuses on practical communication related to clothing, accessories, and style preferences. Students will learn to describe different types of outfits, express their opinions on fashion, and encourage or discourage choices based on personal preferences. The unit is designed to build vocabulary and improve skills in listening, speaking, reading, and writing, providing a foundation for students to engage in conversations about fashion and personal style. <u>Week 1:</u> Learn vocabulary related to clothing and accessories <u>Week 2:</u> Describe an outfit <u>Week 3:</u> Express opinions on styles <u>Week 4:</u> Encourage or discourage choices
Competences	By the end of this unit, the learner will be able to: • Understand and categorize clothing based on season or occasion. • Use simple phrases to talk about what people are wearing.

	• Ask and answer basic questions about clothing. • Form simple sentences to describe outfits, including colors and types of clothing. • Use adjectives to describe clothing in terms of color, style, and material. • Identify and describe different clothing for various occasions. • Compare different outfits using comparative structures. • Express personal preferences about clothing and style. • Ask others for their opinions on outfits. • Agree or disagree politely with someone's opinion about style. • Explain simple reasons for personal fashion choices. • Provide simple advice on fashion choices. • Encourage or discourage someone about their clothing choice. • Suggest alternatives to someone's outfit politely. • Respond appropriately to fashion advice, either by accepting it or by politely declining it.
Prerequisites	• Simple Sentence Structure • Basic phrases and sentences to express needs and preferences • Singular and plural nouns • Countable and uncountable nouns • Definite and indefinite articles • Possessive adjectives • Simple present tense • Adverbs of frequency • Simple question formation and responses
Contents	WEEK 1: LEARN CLOTHING AND ACCESSORIES-RELATED VOCABULARY • Vocabulary: ♦ Clothing items: shirt, pants, skirt, dress, jacket, jeans, t-shirt, sweater, coat, shoes, sneakers, sandals, boots, etc.

- ♦ **Accessories:** hat, scarf, gloves, belt, watch, earrings, necklace, bracelet, bag, purse, etc.
- ♦ **Materials:** cotton, wool, leather, denim, silk, polyester, etc.
- ♦ **Patterns:** striped, plaid, polka dot, solid, floral, etc.
- ♦ **Colors:** red, blue, green, yellow, black, white, pink, orange, etc.

- **Grammar**

- ♦ **Singular and plural nouns:** "a shirt" vs. "two shirts"
- ♦ **Demonstrative adjectives:** this, that, these, those ("This shirt is blue," "Those shoes are new.")

- **Language Skills**

- ♦ **Speaking:** Describe what someone is wearing using vocabulary.
- ♦ **Listening:** Identify clothing items from audio descriptions.
- ♦ **Reading:** Read short passages about different types of clothing, focusing on key vocabulary.
- ♦ **Writing:** Label images of clothing and accessories with appropriate words.

WEEK 2: DESCRIBE AN OUTFIT

- **Vocabulary**

- ♦ **Descriptive adjectives:** big, small, long, short, tight, loose, comfortable, formal, casual, etc.
- ♦ **Clothing details:** buttons, zipper, sleeves, collar, hood, pockets, etc.
- ♦ **Style:** sporty, elegant, vintage, trendy, casual, formal

- **Grammar**

- ♦ **Adjectives order:** color + size + material + noun ("a long red wool coat")
- ♦ **Present continuous:** "He is wearing...", "She is wearing..."
- ♦ **Possessive adjectives:** his, her, their ("Her dress is blue," "His jacket

is black.")

- **Language Skills:**

- ♦ **Speaking:** Describe an outfit in detail using adjectives and appropriate sentence structures.
- ♦ **Listening:** Listen to descriptions of outfits and match them to the correct images.
- ♦ **Reading:** Read short texts describing different outfits and answer comprehension questions.
- ♦ **Writing:** Write a short description of your own outfit or a favorite piece of clothing.

WEEK 3: EXPRESS OPINIONS ON STYLE

- **Vocabulary**

- ♦ **Opinions:** stylish, trendy, fashionable, elegant, classic, modern, cool, old-fashioned, comfortable, casual, formal
- ♦ **Clothing styles:** sporty, formal, casual (everyday), vintage, old-style, simple, etc.

- **Grammar**

- ♦ **Expressions of opinion:** "I like...", "I don't like...", "In my opinion...", "I think...", "I prefer..."
- ♦ **Conjunctions:** because, but, so ("I like this jacket because it is comfortable," "I don't like this dress because it's too tight.")
- ♦ **Comparatives and superlatives:** better, worse, more fashionable, less stylish, most comfortable. Example: "This dress is more comfortable than that one."

- **Language Skills**

- ♦ **Speaking:** Express opinions about clothing styles and trends.
- ♦ **Listening:** Listen to conversations where people discuss their opinions on different clothing styles and answer comprehension questions.

	♦ Reading: Read opinion pieces or short articles about fashion trends and highlight expressions of opinion. ♦ Writing: Write a short paragraph giving your opinion on a specific fashion trend. Example: "In my opinion, casual style is more comfortable and practical." WEEK 4: ENCOURAGE OR DISCOURAGE CHOICES • Vocabulary ♦ Encouraging: "You should try...", "That looks great!", "It suits you well", "You could wear..." ♦ Discouraging: "I don't think it's the best choice," "Maybe you could try something else," "That might not be the right style for you." ♦ Alternatives: instead, maybe, perhaps, try • Grammar ♦ Modal verbs: should, could, might, would ♦ Suggestions: "How about...?", "What about...?", "Why don't you try...?" • Language Skills ♦ Speaking: Role-play scenarios where students give fashion advice to a friend. ♦ Listening: Listen to dialogues where people give and receive advice about fashion choices, identifying encouraging or discouraging language. ♦ Reading: Read a short dialogue or article about fashion advice and identify the suggestions given. ♦ Writing: Write a dialogue between two people in which one gives advice about what to wear for a specific event.
Method of Instruction	• Interactive Activities: ♦ Fashion Bingo: Create a bingo sheet with pictures of clothing items. ♦ Flashcards: Use clothing flashcards with the name on one side and an image on the other. Students match the picture to the word.

- ♦ **Outfit Presentation:** Students bring photos of people or celebrities and describe their outfits to the class.
- ♦ **Dress the Model:** Use a worksheet with a blank model. Students "dress" the figure by labeling the clothing items.
- ♦ **Opinion Corners:** Set up four corners in the room with signs reading "Love it," "Like it," "It's OK," and "Don't like it." Show images of outfits, and students move to the corner that reflects their opinion.
- ♦ **Fashion Consultant:** Students act as fashion consultants, giving each other advice about what to wear for different occasions.
- **Role-Playing**
 - ♦ **Shopping Role-Play:** One student plays the shop assistant, while the other plays the customer.
 - ♦ **Fashion Show:** Students take turns describing each other's outfits as if they are commentators at a fashion show.
 - ♦ **Fashion Critique:** Students role-play as fashion critics, commenting on each other's style or on an outfit from a fashion magazine.
 - ♦ **Dress for the Occasion:** Role-play as friends helping each other choose outfits for events, using encouraging and discouraging phrases.
- **Visual Aids**
 - ♦ **Fashion Catalogs**
 - ♦ **Posters:** Show different categories of clothing (casual, formal, sportswear, etc.).
 - ♦ **Fashion Trends Poster:** Display different fashion trends and identify which ones are popular, outdated, or personal favorites.
 - ♦ **Picture Prompts:** Label various outfits.
 - ♦ **Fashion Magazines:** Examine images of outfits from magazines and describe them in groups.
 - ♦ **Event Dress Code:** Sort images of events like weddings or sports matches, and discuss which clothes are appropriate and why.
- **Audio recordings**
 - ♦ **Clothing Vocabulary Podcast** that describes different clothing items
 - ♦ **Shopping Dialogue:** Simple conversation between a customer and a shop assistant talking about clothing

- ◆ **Outfit Descriptions**
- ◆ **Opinions on Style:** People share opinions about fashion and trends.
- ◆ **Giving Advice:** Friends give advice on fashion choices.
- **Pair Work**
 - ◆ **Matching Game:** Work in pairs to match clothing items with their descriptions.
 - ◆ **Descriptive Partner Activity:** One student describes an outfit while the other draws it. Compare the results to the original.
 - ◆ **Style Debates:** In pairs, students debate fashion trends, taking turns giving their opinion about a specific trend.
 - ◆ **Advice Pairs:** One student describes an outfit they want to wear, and the other gives encouraging or discouraging feedback.
- **Games**
- **Memory Game:** Flip cards and try to find matching pairs of clothing items and their names.
- **Fashion Show Commentary:** Form teams and take turns being “commentators” describing imaginary outfits for a “fashion show” game.
- **Fashion Debate Game:** Draw a card with a fashion trend and argue for or against it, using opinion phrases.
- **Fashion Advice Roulette:** Spin a wheel with different fashion scenarios (e.g., job interview, party) and give advice on what to wear.
- **Skill Integration:** Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit.
- **Differentiation:** Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed.
- **Personalization:** Allow learners to choose topics and materials that interest them.
- **Technology Integration:**
 - ◆ Use an **interactive app or website** where students can drag and drop clothing items to dress a digital character.
 - ◆ Use a **digital drawing app** where students can sketch and label outfits.
 - ◆ Use **social media platforms** to explore trends and discuss opinions.

	♦ Use fashion websites or apps to help students put together virtual outfits, then discuss and give advice on their choices.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Identify and name clothing items and accessories. • Distinguish between casual and formal clothing. • Categorize clothing by season or occasion. • Ask and answer questions about clothes. • Describe what someone is wearing using appropriate vocabulary. • Use adjectives to describe colors, materials, and styles. • Form simple sentences to describe outfits for different occasions. • Compare outfits using comparative adjectives. • Express preferences and opinions about clothing and fashion. • Ask for and give opinions on fashion. • Use basic expressions to agree or disagree with someone's opinion on style. • Use basic phrases to explain personal fashion choices. • Give simple advice on fashion choices. • Encourage or discourage a friend's fashion decisions. • Politely suggest alternatives to someone's outfit choices. • Respond to fashion advice with simple phrases. <u>Interpersonal Skills and Attitudes</u> Students should embody the following interpersonal skills and attitudes for effective interaction: • Engage in conversations about clothing choices with peers. • Show active listening and appropriate body language. • Participate in describing outfits in a friendly and non-judgmental way. • Express personal opinions while being mindful of others' feelings.

	- Engage in respectful dialogue, provide constructive comments, and handle feedback openly. - Demonstrate openness and curiosity about learning new fashion vocabulary. - Display respect for clothing styles and acknowledge individual and cultural preferences. - Cultivate empathy and positive feedback when describing someone else's outfit. - Maintain a supportive and encouraging attitude toward classmates. - Show a willingness to accept differing opinions and foster a non-judgmental environment. - Display confidence in personal style choices while being receptive to others' opinions.
Documents	Lesson Plans: Detailed plans for each lesson covering the subjects in this unit Interactive Classroom Activities: Role-Play Scenarios: Printed role-play cards with different fashion situations Interactive Presentations (e.g., PowerPoint slides): Images and phrases that introduce new vocabulary or describe various outfits Role-Play and Speaking Activity Card Opinion Cards: Prompts with phrases for pair-work discussions Digital Tools and Online Resources ✓ Links to fashion websites (e.g., online clothing stores) that students can explore for real-life examples of fashion vocabulary ✓ Interactive Vocabulary Games: Apps or websites that provide fashion-themed vocabulary games to reinforce learning (e.g., Quizlet, Kahoot) ✓ Fashion Blogs or YouTube Channels Visual Aids Fashion Magazines/Images: Real-life images or printed material for students to analyze and describe outfits

	♦ Posters/Charts: Classroom displays of clothing vocabulary with corresponding images ♦ Adjective Display Cards: Descriptive words related to fashion (e.g., elegant, casual, flashy) to aid learners in expressing opinions ♦ Fashion Theme Word Wall: A corner of the classroom dedicated to fashion-related vocabulary • Listening Scripts and Audio Files: Audio recordings or scripts describing outfits and discussing fashion trends • Reading passages: Short reading texts related to the unit's theme • Worksheets can include vocabulary lists and exercises, grammar practice, reading comprehension, role-play scripts, and writing tasks. • Assessment strategies include tests, quizzes, oral exams, writing assessments, and rubrics.
Resources / references	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. LEARN CLOTHING AND ACCESSORIES-RELATED VOCABULARY https://www.allthingstopics.com/clothing-and-fashion.html https://promova.com/english-vocabulary/vocabulary-of-items-of-clothing-and-clothing-accessories https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/clothes-1 https://english-practice.net/english-vocabulary-exercises-for-a1-clothes/ DESCRIBE AN OUTFIT https://test-english.com/listening/a1/what-are-they-wearing-clothes-listening-test/ https://www.youtube.com/watch?v=xvHE-jwiltU https://english-practice.net/practice-listening-english-exercises-for-a1-clothes/ https://www.cathoven.com/english-teaching-resources/listening/a1-elementary/clothes-a1/ EXPRESS OPINIONS ON STYLES https://www.allthingstopics.com/clothing-and-fashion.html https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/lesson-plans/level-1/talking-about-what-youre-wearing

	https://www.teach-this.com/functional-activities-worksheets/giving-opinions ENCOURAGE OR DISCOURAGE CHOICES. https://www.teach-this.com/functional-activities-worksheets/giving-opinions https://www.linguahouse.com/esl-lesson-plans/general-english/shopping-for-clothes
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of simple dialogues in which two people discuss what they are wearing and comment on each other's outfits, or play any recording related to the topic. Have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer True or false questions. ♦ Fill in the blanks. ♦ Match the descriptions/steps to the pictures. ♦ Choose the correct description from a list. ♦ Sequence the activities or steps mentioned. • Speaking: Role-play, simulations of real-life conversations, scenarios, or dialogue practice, including interviews/question-and-answer sessions ♦ Role-Play Scenario: You are going to a party with a friend. Describe what you are wearing and ask your friend for their opinion. ♦ Interview/Question & Answer Session: Interview your classmate about their favorite outfit. (e.g., "What do you usually wear to a party?" "Do you prefer casual or formal clothes?") WRITTEN SKILLS: • Reading Comprehension: Provide short, simple texts related to fashion. Have students read, then: ♦ Answer questions to demonstrate their comprehension of the content. ♦ Complete vocabulary exercises related to the text.

- **Writing:** Write about the following:
 - ♦ Look at the picture of the person below and describe what they are wearing. Use complete sentences and include at least five different clothing items.
 - ♦ Read a few sentences and write whether you agree or disagree. Then give a reason for your opinion.
 - ♦ Imagine a friend is asking for your opinion about their outfit choices. Write two sentences to encourage them to wear the outfit, and two sentences to discourage them from wearing it.
- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.

Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for assessment	Assessment		
		Yes	No	N/A
LO 1: Learn Clothing and Accessories-related	Is s/he able to identify different types of clothing?	☐	☐	☐
	Is s/he able to recognize and name common	☐	☐	☐

Vocabulary	accessories?			
	Is s/he able to classify clothing into categories?	☐	☐	☐
	Is s/he able to name places where different types of clothes are worn?	☐	☐	☐
	Is s/he able to use appropriate verbs to describe wearing clothes?	☐	☐	☐
LO 2: Describe an Outfit	Is s/he able to describe what someone is wearing in detail?	☐	☐	☐
	Is s/he able to use adjectives to describe clothing?	☐	☐	☐
	Is s/he able to use demonstrative pronouns (this, that, these, those) correctly?	☐	☐	☐
	Is s/he able to form sentences using the Present Continuous tense to describe what someone is wearing?	☐	☐	☐
LO 3: Express Opinions on Style	Is s/he able to express opinions about clothing styles using "I like/dislike..."?	☐	☐	☐
	Is s/he able to use appropriate adjectives to describe different styles (e.g., trendy, casual)?	☐	☐	☐
	Is s/he able to compare two outfits using comparative adjectives (e.g., more stylish, less formal)?	☐	☐	☐
	Is s/he able to ask and answer questions about fashion preferences?	☐	☐	☐
LO 4: Encourage or Discourage Choices	Is s/he able to encourage someone to wear a certain outfit using phrases like "You should..."?	☐	☐	☐
	Is s/he able to discourage someone from making a fashion choice using phrases like "I wouldn't recommend..."?	☐	☐	☐

	Is s/he able to use polite suggestions or advice in conversations about style?	☐	☐	☐
	Is s/he able to justify their suggestions using "because" (e.g., "You should wear this because it looks good.")?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is s/he able to identify clothing items mentioned in audio clips?	☐	☐	☐
	Is s/he able to recognize key details about outfits and styles from listening exercises?	☐	☐	☐
	Is s/he able to answer comprehension questions based on the audio material?	☐	☐	☐
	Is s/he able to match spoken descriptions to the correct images or texts?	☐	☐	☐
LO 6: Engage in Conversations About Fashion	Is s/he able to ask and answer questions about clothing and style preferences?	☐	☐	☐
	Is s/he able to participate in role-plays discussing fashion choices?	☐	☐	☐
	Is s/he able to express opinions and preferences about outfits in conversations?	☐	☐	☐
	Is s/he able to use clothing-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve Reading Comprehension Skills Using Fashion Texts	Is s/he able to identify key information from written texts about fashion and clothing?	☐	☐	☐
	Is s/he able to match clothing descriptions with corresponding images?	☐	☐	☐
	Is s/he able to answer reading comprehension questions accurately?	☐	☐	☐
	Is s/he able to summarize the main ideas of a text related to fashion?	☐	☐	☐

LO 8: Develop Writing Skills Through Fashion-Related Exercises	Is s/he able to write simple sentences using clothing-related vocabulary and grammar structures?	☐	☐	☐
	Is s/he able to describe an outfit they or someone else is wearing in writing?	☐	☐	☐
	Is s/he able to express opinions about fashion and style in a short paragraph?	☐	☐	☐
	Is s/he able to write about the pros and cons of different fashion choices?	☐	☐	☐
LO 9: Pronounce Clothing-Related Vocabulary Correctly	Is s/he able to pronounce clothing-related vocabulary accurately?	☐	☐	☐
	Is s/he able to correctly stress syllables in multi-syllable fashion terms?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	3
Unit title	Travel & Tourism
Level	Year 2—Level A1+—General English (GE)

Semester	Two
Subjects	• Air Travel • Hotel Accommodation / Restaurant Reservation • Trip Planning • Travel Communication
Unit description	This unit is designed for Year 2—for students in the BP program. It introduces students to essential English skills in the context of travel and tourism. The unit focuses on practical communication necessary for booking flights, hotels, and restaurants, as well as planning vacations and describing travel experiences. Students will learn to use travel-related vocabulary and expressions, enabling them to interact effectively in various travel scenarios. By the end of the unit, students will be able to engage in conversations about booking services, planning trips, and sharing memorable travel experiences. The unit builds vocabulary and improves skills in listening, speaking, reading, and writing, providing a foundation for students to communicate confidently when traveling. <u>Week 1:</u> Booking a flight <u>Week 2:</u> Booking a hotel room / a table in a restaurant <u>Week 3:</u> Planning a vacation / a journey <u>Week 4:</u> Describing a memorable trip / a tourist destination
Competences	By the end of this unit, the learner will be able to: • Understand basic travel vocabulary. • Read and interpret flight information. • Ask and respond to simple questions related to flight bookings. • Complete a basic booking form. • Communicate preferences. • Use basic vocabulary for accommodation and dining. • Make simple hotel and restaurant reservations. • Ask for and give basic information about services. • Understand simple written confirmation. • Express simple needs and preferences. • Discuss simple travel plans.

	• Use basic future tense constructions. • Ask for and give recommendations. • Describe vacation needs. • Read and understand simple itineraries. • Use the past tense to describe trips. • Describe tourist destinations. • Share your opinions and feelings about trips. • Ask others about their trips. • Talk about the activities during a trip.
Prerequisites	• Essential everyday vocabulary • Simple Sentence Structure • Basic phrases and sentences to express needs and preferences • Singular and plural nouns • Countable and uncountable nouns • Definite and Indefinite Articles • Possessive adjectives • Simple question formation and responses • Simple present tense
Contents	WEEK 1: BOOKING A FLIGHT • Vocabulary ♦ Expanded Terms: direct flight (non-stop), layover (wait at another airport), economy class, business class, upgrade, boarding time (time to get on the plane), carry-on luggage, checked baggage, baggage claim, visa, and travel insurance ♦ Common Phrases: "How much does the ticket cost?", "Is this a direct flight?", "What time does the flight depart?" • Grammar ♦ Review of Present Simple for routines and schedules (e.g., "The flight departs at 10 a.m.")

- ♦ **Modals** for requests and offers: "Can I...", "Could you...", "Would you like...", "Shall I...?"
- ♦ Questions and answers with **Wh-questions**: "When does the flight leave?" "What time should I check in?"

- **Language Skills**

- ♦ **Listening:** Listen to more detailed flight booking dialogues (e.g., comparing prices and seat options).
- ♦ **Speaking:** Practice longer dialogues for booking a flight, asking detailed questions (e.g., baggage rules, flight options).
- ♦ **Reading:** Read more complex flight itineraries and booking forms.
- ♦ **Writing:** Write an email to inquire about flight options.

WEEK 2: BOOKING A HOTEL ROOM / A TABLE IN A RESTAURANT

- **Vocabulary**

- ♦ **Expanded Terms:** suite, double occupancy, all-inclusive, continental breakfast, room service, reservation confirmation, deposit, cancellation policy, dietary restrictions, and special requests
- ♦ **Common Phrases:** "Do you have any availability for next weekend?", "What is the price per night?", "I'd like to book a table for two."

- **Grammar:**

- ♦ **Polite Requests:** Using "I would like..." "Could I...?" and "Do you have any...?" for formal conversations.
- ♦ **Review of Prepositions of Time and Place:** "for two nights," "on the 10th of June," "at 7 p.m."
- ♦ **Comparatives:** "Which hotel is cheaper?" "This room is more expensive."

- **Language Skills**

- ♦ **Listening:** Understand longer, more detailed hotel or restaurant booking dialogues.

- ♦ **Speaking:** Simulate realistic hotel and restaurant bookings with specific requests and questions.
- ♦ **Reading:** Read hotel reviews, menus, and reservation confirmations.
- ♦ **Writing:** Write a formal email to book a hotel room or reserve a restaurant table, including special requests.

WEEK 3: PLANNING A VACATION / JOURNEY

• Vocabulary

- ♦ **Expanded terms:** itinerary, budget, sightseeing, travel agency, destination, transportation, accommodation, excursion, tour guide, visa application, backpacking, package deal, travel restrictions
- ♦ **Common Phrases:** "We're planning to visit...", "How long will you be staying?", "What's your budget for accommodation?"

• Grammar

- ♦ **Future Plans** using "**going to**" and "**will**": "I'm going to visit...", "We will stay in a hotel."
- ♦ **Sequencing words:** "First, we will...", "Next, we're going to..."
- ♦ **Quantifiers:** "How much time...?", "How many days...?", "a lot of", "plenty of", "some", "few"

• Language Skills

- ♦ **Listening:** Listen to vacation planning conversations, including budget discussions and itineraries.
- ♦ **Speaking:** Role-play planning a vacation with classmates, discussing the itinerary and preferences.
- ♦ **Reading:** Read brochures or websites with travel packages, itineraries, and vacation plans.
- ♦ **Writing:** Write a detailed vacation plan, including the itinerary, budget, and travel arrangements.

WEEK 4: DESCRIBING A MEMORABLE TRIP / TOURIST DESTINATION

	• Vocabulary: ♦ Expended Terms: pretty to look at, very, very pretty to look at, (makes you say "wow"), different and new, fun with new things, quiet and nice/ good for rest, very old, full of color and life, far from cities/ hard to get to, hot and near the sea, you cannot forget it/ very special, how people live, eat, and celebrate ♦ Common Phrases: "The very special part of the trip was...", "I'll never forget...", "It was a once-in-a-lifetime experience." • Grammar ♦ Review of Past Simple: "We visited...", "I stayed at...", "The trip was amazing." ♦ Adjectives for Descriptions: "beautiful", "wonderful", "exciting", "delicious", "peaceful" ♦ Connectors: "because," "so," "although," and "but" for explanations and contrasting ideas • Language Skills ♦ Listening: Listen to detailed accounts of trips or travel experiences. ♦ Speaking: Share personal experiences or describe a dream vacation using descriptive language. ♦ Reading: Read travel blogs or stories about famous tourist destinations. ♦ Writing: Write a travel blog post or paragraph describing a memorable trip or tourist experience, focusing on detailed descriptions.
Method of Instruction	• Interactive Activities: ♦ Role-Playing: ✓ Dialogues between travelers and airline staff for booking a flight ✓ Role-play hotel or restaurant bookings ♦ Collaborative Group Activity: In small groups, students plan a vacation. Each group chooses a destination, books transportation,

	selects a hotel, and plans activities for their stay. ◆ Individual Presentations: Short presentations about a memorable trip or tourist destination • Visual Aids ◆ Pictures or infographics showing parts of an airplane, boarding passes, or airport layouts ◆ Pictures of different types of hotel rooms or restaurant layouts ◆ Maps, travel brochures, and images of tourist attractions • Audio recordings. ◆ Dialogue about booking a flight, a hotel room, or a restaurant table ◆ Planning a vacation ◆ Description of a memorable trip or tourist destination • Audio and video: ◆ Watch short videos of popular tourist destinations. ◆ Listen to audio clips of people describing their trips. • Pair Work: Practice dialogue or plan travel scenarios in pairs. • Skill Integration: Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit. • Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: Allow learners to choose topics and materials that interest them (their own vacation destinations or trip experiences to describe). This keeps the activities engaging and meaningful for learners. • Technology Integration: Real-world tools such as travel apps or booking websites. Students can practice navigating these platforms, filling out forms, and reading customer reviews, making the lessons practical and applicable to their daily lives.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations.

- Obtain flight details such as flight numbers, times, airport codes, and terminals.
- Use airline websites or apps to search for flights and complete bookings.
- Reserve hotel rooms and complete bookings online or by phone.
- Check in at hotels and request additional services.
- Research destinations and activities using travel websites or brochures.
- Create travel itineraries and book transportation.
- Seek directions and organize travel documents.
- Share trip experiences using simple language and visual aids.
- Engage in conversations about trips and recommend places to visit.

Interpersonal Skills and Attitudes

Students **should embody** the following interpersonal skills and attitudes for effective interaction:

- Communicate clearly and politely when booking travel.
- Use simple phrases and polite expressions.
- Listen actively and respond appropriately to questions.
- Ask clarifying questions when needed.
- Expect delays or changes.
- Be patient when plans go awry.
- Respect cultural differences in greetings and customs.
- Behave appropriately when sharing travel experiences.
- Collaborate well with others when planning a trip.
- Engage with service providers by providing the necessary details.
- Use English confidently for travel conversations.
- Be willing to try new phrases and vocabulary.
- Use polite expressions when interacting with staff.
- Show courtesy when making requests.
- Be open to feedback in role-playing activities.
- Be curious about different destinations and cultures.
- Take responsibility for organizing travel plans accurately.

Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: a flight booking simulation, listening comprehension, hotel booking role-play, hotel/restaurant menus, vacation planning, itinerary creation, and trip presentation • Visual Aids ◆ Flight schedule charts provide information about the destination, time, and date. ◆ Boarding pass templates help learners understand the layout of a boarding pass and key information. ◆ Hotel booking forms are provided. ◆ Restaurant reservation cards include simple menus or reservation cards. ◆ Maps and itineraries of tourist destinations, as example itineraries ◆ Travel photos of popular tourist destinations are used to prompt discussions and descriptions. • Listening scripts and audio files include simple dialogues where passengers ask for ticket prices, schedules, and flight details; conversations between friends planning trips; guests reserving hotel rooms and tables; and short descriptions of memorable trips. • Reading Passages: ◆ Short passages about booking a flight online or at the airport ◆ Simple reading texts include a passage about a family reserving a hotel room for their vacation. ◆ Simple vacation stories are included. ◆ Passages about memorable trips are provided. • Worksheets can include vocabulary lists and exercises, grammar practice, reading comprehension, role-play scripts, and writing tasks. • Assessment strategies include quizzes, oral exams, writing assessments, and rubrics.
Resources / References	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive.

BOOKING A FLIGHT

<https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/air-travel>

<https://english-practice.net/listening-exercises-a1-at-an-airport/>

<https://www.youtube.com/watch?app=desktop&v=TUbPDdvWB8g>

BOOKING A HOTEL ROOM / A TABLE IN A RESTAURANT

<https://www.youtube.com/watch?v=ED9237iZSj8>

<https://www.youtube.com/watch?v=G1FoU1p1YPI>

<https://www.youtube.com/watch?v=97z98l5n704>

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/booking-table>

<https://www.linguahouse.com/esl-lesson-plans/general-english/at-a-hotel>

PLANNING FOR A VACATION/ JOURNEY

<https://test-english.com/reading/a1/my-next-summer-holiday-plan-a1-english-reading-test/>

<https://english-practice.net/practice-listening-english-exercises-for-a1-travel/>

<https://en.islcollective.com/english-esl-worksheets/search/plan+a+trip>

<https://en.islcollective.com/english-esl-worksheets/grammar-topic/future-tenses/planning-a-trip/71144>

DESCRIBING A MEMORABLE TRIP/ TOURIST DESTINATION

<https://english-practice.net/listening-exercises-a1-vacations/>

<https://english-practice.net/english-vocabulary-exercises-for-a2-worth-a-visit/>

<https://lingua.com/english/reading/summer-vacation/>

<https://test-english.com/explanation/a2-writing-explanations/my-last-holiday-writing/>

<https://learnenglish.britishcouncil.org/skills/writing/a2-writing/my-last-holiday>

Evaluation

ORAL SKILLS:

- **Listening Comprehension:** Play an audio recording of simple dialogues where people are booking flights, hotel rooms, or describing their trips.

Have students listen, then:

- ◆ Answer multiple-choice questions.
- ◆ Answer True or False questions.
- ◆ Fill in the blank.
- ◆ Match the descriptions/steps to the pictures.
- ◆ Choose the correct description from a list.
- ◆ Sequence the steps mentioned.

- **Speaking:** Role-play, simulations of real-life conversations, scenarios, or dialogue practice, and interviews/question-and-answer sessions

- ◆ **Role-Play Scenario 1:** A student pretends to book a flight with an airline agent."
- ◆ **Role-Play Scenario 2:** A student is booking a hotel room or a table at a restaurant.
- ◆ **Interview/Question & Answer Session:** Interview classmates about their travel experiences.

WRITTEN SKILLS:

- **Reading Comprehension:** Provide short, simple texts related to **travel and tourism**. For example:

- ◆ A short travel brochure describing a tourist destination
- ◆ A sample email exchange for booking a hotel or a flight

Have students read, then:

- ◆ Answer questions to demonstrate their comprehension of the content.
- ◆ Complete vocabulary exercises related to the text.

- **Writing:** Write about the following:

- ◆ **Task 1:** Look at a picture of a travel destination or a hotel room. Write a description of the picture.
- ◆ **Task 2:** Imagine you are planning a vacation. Write a short paragraph about your vacation plans.
- ◆ **Task 3:** Describe a memorable trip you have taken. Mention the destination, the hotel, and your favorite activity.

	Language Structure: A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.		
Organization	Work Duration	Theory	Practical Work
	Listening	4 hrs	4 hrs
	Speaking		
	Reading		
	Writing		
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Learn Vocabulary Related to Flights	Is s/he able to identify flight-related vocabulary?	☐	☐	☐
	Is s/he able to recognize common airport signs and terms?	☐	☐	☐
	Is s/he able to understand basic phrases when booking a flight?	☐	☐	☐
	Is s/he able to ask and answer simple questions related to flight schedules?	☐	☐	☐
LO 2: Booking a Hotel Room or Restaurant Table	Is s/he able to use phrases to book a hotel room?	☐	☐	☐
	Is s/he able to ask for and understand details about hotel amenities?	☐	☐	☐
	Is s/he able to use phrases to reserve a restaurant table?	☐	☐	☐

LO 3: Planning a Vacation or Journey	Is s/he able to ask and give basic information about travel plans?	☐	☐	☐
	Is s/he able to use transportation-related vocabulary?	☐	☐	☐
	Is s/he able to create a simple itinerary?	☐	☐	☐
LO 4: Describing a Memorable Trip or Destination	Is s/he able to describe a past trip using the simple past tense?	☐	☐	☐
	Is s/he able to use adjectives to describe places?	☐	☐	☐
	Is s/he able to express opinions about a trip?	☐	☐	☐
	Is s/he able to answer questions about past travel experiences?	☐	☐	☐
LO 5: Comprehend and Interpret Information from Listening Exercises	Is s/he able to identify key details about flights, hotels, or trips from audio exercises?	☐	☐	☐
	Is s/he able to answer comprehension questions based on audio material?	☐	☐	☐
	Is s/he able to match spoken descriptions to the correct images or written texts?	☐	☐	☐
LO 6: Engage in Conversations About Travel	Is s/he able to ask and answer basic questions about travel preferences?	☐	☐	☐
	Is s/he able to participate in simple role-plays about booking flights or hotel rooms?	☐	☐	☐
	Is s/he able to express opinions about places or trips in conversation?	☐	☐	☐
	Is s/he able to use travel-related vocabulary accurately in dialogues?	☐	☐	☐
LO 7: Improve reading comprehension skills using travel	Is s/he able to identify key information from written travel-related texts?	☐	☐	☐
	Is s/he able to answer comprehension questions	☐	☐	☐

texts.	accurately based on reading passages?			
	Is s/he able to give the main ideas of short travel-related texts?	☐	☐	☐
LO 8: Develop Writing Skills Through Travel-Related Exercises	Is s/he able to write simple sentences using travel-related vocabulary?	☐	☐	☐
	Is s/he able to describe a trip or destination in writing?	☐	☐	☐
	Is s/he able to write a short paragraph expressing opinions about a trip or destination?	☐	☐	☐
LO 9: Pronounce Travel-Related Vocabulary Correctly	Is s/he able to pronounce travel-related vocabulary accurately?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	4
Unit title	Technology & Social Networks
Level	Year 2–Level A1+—General English (GE)
Semester	Two
Subjects	- Smartphones - Social media - Online use and activities - Video games
Unit description	This unit is designed for Year 2–students in the BP program. It introduces students to essential English skills in the context of modern technology and digital communication. It focuses on practical communication related to using smartphones, navigating social media platforms, and discussing online activities. Students will learn how to talk about common technological devices, describe

	online activities, and express opinions about video games and social networks. They will also practice basic interactions such as sending messages, making phone calls, and engaging with social media content. Throughout the unit, students will build vocabulary related to technology, improve their listening, speaking, reading, and writing skills, and develop a better understanding of how digital tools can be used in everyday life. The unit is designed to provide students with a foundation for participating in conversations about technology, digital communication, and online entertainment. <u>Week 1:</u> Smartphones: vocabulary and usage <u>Week 2:</u> Social Media: Introduction to the platform <u>Week 3:</u> Online Use and Activities <u>Week 4:</u> Video games
Competences	By the end of this unit, the learner will be able to: • Understand basic vocabulary for technology. • Recognize basic tech terms. • Follow spoken instructions for tech. • Discuss online habits. • Identify tech dialogues. • Use tech vocabulary in conversations. • Ask and answer tech questions. • Express preferences and actions. • Describe online habits with adverbs. • Participate in tech role-plays. • Understand texts about tech use. • Identify key information in online texts. • Follow the tech instructions. • Interpret game descriptions. • Write simple tech sentences. • Describe online habits with basic structures. • Write preferences for technology.

	• Compose digital messages.
Prerequisites	• Essential everyday vocabulary • Simple Sentence Structure • Basic phrases and sentences to express needs and preferences • Singular and plural nouns • Countable and uncountable nouns • Simple present tense • Adverbs of Frequency • Simple question formation and responses
Contents	WEEK 1: SMARTPHONES - VOCABULARY AND USAGE • Vocabulary ♦ Basic smartphone-related words: phone, screen, app, message, call, photo, video, camera, text, battery, internet, Wi-Fi ♦ Actions: turn on/off, call, text, take a photo, charge, connect, browse, download • Grammar ♦ Present simple for actions related to phone usage ♦ Imperatives for instructions • Language skills ♦ Reading: Read a simple phone manual or text explaining how to use basic phone functions. ♦ Listening: Listen to a dialogue in which two people talk about using their phones. ♦ Speaking: Practice dialogues asking and answering questions about phone usage. ♦ Writing: Write simple instructions on how to use a smartphone feature.

WEEK 2: SOCIAL MEDIA - INTRODUCTION TO THE PLATFORM

• Vocabulary

- ♦ **Social media terms:** Facebook, Instagram, profile, post, like, follow, share, comment, photo, friend, video
- ♦ **Verbs:** post, follow, like, comment, share, log in, sign up

• Grammar

- ♦ **Present simple** for habits
- ♦ **Yes/no questions**

• Language skills

- ♦ **Reading:** Read a short introduction to a social media platform (e.g., "What is Instagram?" or "How to create a profile").
- ♦ **Listening:** Listen to a conversation about social media usage (e.g., someone explaining how to sign up for an account or how to post a picture).
- ♦ **Speaking:** Role-play a conversation where one person explains how to use a social media platform (e.g., "How do I create an account on Facebook?" "You need to sign up with your email").
- ♦ **Writing:** Write a short post for a social media platform (e.g., "Hello! This is my first post").

WEEK 3: ONLINE USAGE AND ACTIVITIES

• Vocabulary

- ♦ **Online activities:** browse, search, watch, play, download, stream, chat, email, sign in, log in
- ♦ **Online platforms:** websites, Google, YouTube, email, apps, video, podcasts

• Grammar

- ♦ **Present continuous** for actions happening now (e.g., "I am watching a video," "She is chatting online.")

- ♦ **Modals** for ability: **Can/can't** (e.g., "I can watch videos online," "I can't download this app.")

- **Language Skills**

- ♦ **Reading:** Read a short text about different online activities (e.g., watching videos, playing games, sending emails).
- ♦ **Listening:** Listen to short descriptions of what people are doing online (e.g., "I'm watching a movie on YouTube").
- ♦ **Speaking:** Describe what you usually do online and what you are doing right now (e.g., "I usually watch videos on YouTube," "I am browsing the internet").
- ♦ **Writing:** Write a short email to a friend describing your favorite online activity (e.g., "I love watching videos on YouTube").

WEEK 4: VIDEO GAMES

- **Vocabulary**

- ♦ **Video game-related words:** play, game, console, controller, computer, screen, character, level, points, score, win, lose
- ♦ **Verbs:** play, win, lose, score, start, pause, quit, save

- **Grammar**

- ♦ **Past simple** for talking about past actions (e.g., "I played a game yesterday", "She won the game last night.")
- ♦ **Comparatives** to compare games (e.g., "This game is easier than the other one.")

- **Language Skills**

- ♦ **Reading:** Read short game reviews or instructions (e.g., a simple description of a video game and how to play it).
- ♦ **Listening:** Listen to a conversation about video games (e.g., two friends talking about a game they played).

	♦ Speaking: Talk about your favorite video game or a game you played recently (e.g., "I played a racing game yesterday. It was fun"). ♦ Writing: Write a short description of your favorite video game (e.g., "My favorite game is... It is a racing game").
Method of Instruction	• Interactive Activities ♦ Role-Playing ✓ Customer Service: Simulate tech store interactions (e.g., buying a smartphone or asking for a repair). ✓ Tech Support: Role-play troubleshooting calls (e.g., "I can't log in to my social media"). ✓ Social Media Chats: Practice conversation scenarios like commenting or replying. ♦ Collaborative Group Activities ✓ Design a Social Media Campaign: Create a campaign promoting an event or product. ✓ Plan an Online Gaming Event: Decide the game, set rules, and assign roles. ✓ Create a Smartphone Guide: Make a guide explaining smartphone settings. ♦ Individual Presentations ✓ Favorite App/Platform: Present a short talk on a favorite app or social media platform. ✓ My Gaming Experience: Share a memorable gaming moment or review a video game. ✓ How I Use Technology: Describe smartphone or online platform usage. • Visual Aids ♦ Pictures of Smartphone Interfaces: Show icons, settings, and app layouts. ♦ Screenshots of Social Media Profiles: Display user profiles and post

formats.

- ♦ **Flowcharts for Online Safety Tips:** Include visuals for creating strong passwords or reporting issues.
- ♦ **Gaming Setups and Screenshots:** Use images of video games and gaming setups.
- **Audio recordings.**
 - ♦ **Dialogue for Tech Store Interaction:** A conversation between a salesperson and a customer
 - ♦ **Social Media Voice Messages:** Sample audio clips of people sending voice messages
 - ♦ **Tech News Broadcast:** Short news segments about a new app or gaming console launch
 - ♦ **In-Game Communication:** Audio of players talking during an online game session
- **Audio and Video Resources**
 - ♦ **Tutorial Videos:** Setting up social media accounts or adjusting smartphone settings
 - ♦ **Interviews with Gamers or Influencers:** Videos featuring gaming or social media influencers
 - ♦ **Online Safety Videos:** Short clips about internet safety practices and responsible online behavior
 - ♦ **Gameplay Videos:** Gameplay sessions with commentary to learn gaming terminology
- **Pair Work**
 - ♦ **Practice Online Chats:** Simulate chats about sharing photos or meeting online.
 - ♦ **Create a Social Media Post:** Design a simple post with text, emoji, and hashtags.
 - ♦ **Gaming Dialogue Practice:** Role-play conversations about planning a gaming session.
- **Skill Integration:** Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit.
 - ♦ **Listening:** Listen to tech-related dialogues and video clips for

	comprehension. ◆ Speaking: Practice conversations about smartphones, gaming, or social media. ◆ Reading: Read online reviews, app descriptions, or social media posts. ◆ Writing: Write simple posts, reviews, or chat messages. • Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: ◆ Allow students to choose presentation topics (e.g., favorite apps or games). ◆ Encourage posts or campaigns about interests (e.g., environmental awareness or sports). • Technology Integration: ◆ Explore Social Media and Gaming Apps: Practice using features like hashtags, profiles, or game chat rooms. ◆ Filling Forms: Practice filling out online forms for account setup or subscription services. ◆ Analyze App Reviews: Read real-world app reviews and write their own.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Create and manage a social media profile. • Create a social media profile with basic information. • Post updates and comment on others' posts in simple sentences. • Send private messages and follow accounts on social media.

- Use a search engine to find information on topics of interest.
- Navigate and explore basic websites.
- Apply basic online safety rules to avoid scams or phishing.
- Play and describe a simple video game, using key vocabulary.
- Talk about your gaming habits and experiences.
- Engage in basic communication while playing multiplayer games.

Interpersonal Skills and Attitudes

Students **should embody** the following interpersonal skills and attitudes for effective interaction:

- Engage in polite communication online.
- Use active listening when discussing technology.
- Ask for clarification.
- Respectfully share opinions about technology.
- Collaborate with peers in group activities.
- Provide constructive feedback.
- Be a responsible digital citizen.
- Practice online etiquette.
- Respect consent when sharing online.
- Balance the time you spend online.
- Stay open-minded about new technology.
- Encourage positive interactions on social media.
- Embrace learning new tools.
- Show enthusiasm for technology.
- Develop problem-solving skills for tech issues.
- Manage online disagreements calmly.
- Handle negative experiences by reporting or blocking.
- Show empathy online.
- Respect diversity in online communities.

	• Be mindful of tone in written communication.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: ♦ Role-Playing Scenarios ♦ Group Activities: App Design Challenge, Social Media Campaign, Gaming Review • Visual Aids ♦ Smartphone Interface Diagrams ♦ Social Media Profile Templates ♦ Infographics on Online Safety ♦ Game Menus and Screenshots ♦ Icons and Symbols • Listening Scripts and Audio Files: Audio recordings or scripts about: ♦ A conversation between two friends about setting up a smartphone ♦ A discussion on how to create a social media account and manage privacy settings ♦ A group chat where friends plan an online gaming session ♦ An interview about someone's favorite app or video game • Reading passages: Short reading texts related to the unit's theme • Worksheets can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks. • Assessment strategies include rubrics, quizzes, oral exams, and writing assessments.
Resources / References	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. SMARTPHONES: VOCABULARY AND USAGE https://www.allthingstopics.com/telephone.html

<https://promova.com/english-vocabulary/telephone-vocabulary-in-english>

<https://www.youtube.com/watch?v=u6JasbPFFWE>

<https://www.youtube.com/watch?v=N-kluNgr90>

SOCIAL MEDIA: INTRODUCTION TO THE PLATFORM

<https://english-practice.net/english-vocabulary-exercises-for-a1-computing/>

<https://learnenglish.britishcouncil.org/skills/writing/a1-writing/social-media-posts>

<https://www.liveworksheets.com/w/en/english-second-language-esl/897045>

<https://www.youtube.com/watch?v=Y6CERK3AXCw>

ONLINE USAGE AND ACTIVITIES

<https://www.allthingstopics.com/computers-and-internet.html>

<https://learnenglish.britishcouncil.org/skills/reading/a1-reading/text-messages-friend>

<https://learnenglish.britishcouncil.org/skills/writing/a1-writing/social-media-posts>

<https://learnenglish.britishcouncil.org/skills/writing/a1-writing/message-say-youre-late>

VIDEO GAMES

<https://wordwall.net/en-us/community/a1-game>

<https://www.esleschool.com/new-video-game/>

<https://www.youtube.com/watch?v=3aQxqa-SUBg>

<https://betterclass.net/esl-conversation-questions-video-games/>

<https://eltplanning.com/2020/10/31/lesson-idea-video-games/>

Evaluation

ORAL SKILLS:

- **Listening Comprehension:** Play an audio recording of simple dialogues related to technology. For example:
 - ✓ **Scenario 1:** A customer asks for help setting up a new smartphone.
 - ✓ **Scenario 2:** Friends discuss the latest social media trends or a game they enjoy.

- ✓ **Scenario 3:** A student explains how to manage privacy settings on social media.

Have students listen, then:

- ♦ Answer multiple-choice questions.
 - ♦ Answer True or false questions.
 - ♦ Fill in the blank.
 - ♦ Match the descriptions/steps to the pictures.
 - ♦ Choose the correct description from a list.
 - ♦ Sequence the activities or steps mentioned, or answer questions about them.
- **Speaking:** Role-play, simulations of real-life conversations, scenarios, or dialogue practice, and interviews/question-and-answer sessions
 - ♦ **Role-Play & Simulations:**
 - ✓ **Scenario 1:** A student asks a friend for advice about which smartphone to buy.
 - ✓ **Scenario 2:** A customer asks a social media agent how to delete an old account.
 - ✓ **Scenario 3:** Students act out a conversation about the pros and cons of using a specific app.
 - ✓ **Scenario 4:** A player describes game rules to a friend interested in joining an online game.
 - ♦ **Interviews / Question & Answer Sessions:**
 - ✓ Interview classmates about their favorite apps or social media platforms.
 - ✓ Ask about their online habits (e.g., “How often do you play games? Which apps do you use every day?”).
 - ✓ Question & Answer on online safety: “What do you do if you receive a suspicious message?”

WRITTEN SKILLS:

- **Reading Comprehension:** Provide short, simple texts related to technology and social networks. Examples:

- ✓ A tech blog post reviewing a new smartphone model
- ✓ A sample social media post promoting an event with hashtags
- ✓ An online chat conversation between two friends discussing video games

Have students read, then:

- ◆ Answer questions to demonstrate their comprehension of the content.
- ◆ Complete vocabulary exercises related to the text.

- **Writing:**

- ◆ **Task 1:** Look at a picture of a smartphone home screen. Write a description of the apps and their usage (e.g., "The first app is for messaging. I use it every day to talk to my friends.").
- ◆ **Task 2:** Imagine you are creating a social media post. Write a short post about your favorite app or online activity, including hashtags.
- ◆ **Task 3:** Describe a memorable online experience or gaming session (e.g., "I played with my friends and reached the final level of the game!").

- **Language Structure:** A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.

Organization	Work Duration	Theory	Practical Work
	Listening Speaking Reading Writing	4 hrs	4 hrs

	Total	8 hrs
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FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Use vocabulary related to smartphones.	Is s/he able to identify and name basic smartphone features (e.g., screen, apps, camera, notifications)?	☐	☐	☐
	Is s/he able to describe the purpose of different smartphone functions (e.g., "I use the camera to take pictures")?	☐	☐	☐
	Is s/he able to talk about their smartphone usage habits (e.g., "I use my phone every day")?	☐	☐	☐
	Is s/he able to use smartphone-related vocabulary accurately in conversations?	☐	☐	☐
LO 2: Introduce social media platforms	Is s/he able to name popular social media platforms (e.g., Facebook, Instagram, Twitter)?	☐	☐	☐
	Is s/he able to explain basic functions of social media (e.g., posting, liking, sharing)?	☐	☐	☐
	Is s/he able to use simple sentences to describe how they use social media (e.g., "I post pictures on Instagram")?	☐	☐	☐
	Is s/he able to use vocabulary related to social media accurately in conversations?	☐	☐	☐
LO 3: Discuss online usage and	Is s/he able to talk about common online activities (e.g., browsing the internet, watching videos, sending	☐	☐	☐

activities	messages)?			
	Is s/he able to ask and answer questions about how they use the Internet daily (e.g., "How often do you watch videos online?")?	☐	☐	☐
	Is s/he able to describe their online routine (e.g., "I check my email in the morning")?	☐	☐	☐
	Is s/he able to use the present simple tense correctly to talk about online habits?	☐	☐	☐
LO 4: Talk about video games	Is s/he able to identify different types of video games (e.g., adventure, sports, puzzle)?	☐	☐	☐
	Is s/he able to describe their favorite video games using simple vocabulary?	☐	☐	☐
	Is s/he able to talk about how often they play video games (e.g., "I play games every weekend")?	☐	☐	☐
	Is s/he able to use video game-related vocabulary accurately in conversations?	☐	☐	☐
LO 5: Comprehend and interpret information from listening exercises	Is s/he able to identify key information from listening exercises about smartphones, social media, or video games?	☐	☐	☐
	Is s/he able to answer comprehension questions based on audio material related to online activities or technology use?	☐	☐	☐
	Is s/he able to match spoken descriptions of technology use or social media habits to the correct images or scenarios?	☐	☐	☐
LO 6: Engage in conversations about technology	Is s/he able to ask and answer questions about their smartphone, social media, or video game use?	☐	☐	☐
	Is s/he able to discuss their favorite social media platforms or online activities?	☐	☐	☐

	Is s/he able to participate in role-plays about online communication or playing video games and use technology-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve reading comprehension skills using technology-related texts	Is s/he able to identify key information from written texts about smartphones, social networks, or online activities?	☐	☐	☐
	Is s/he able to answer reading comprehension questions based on texts related to video games or internet use?	☐	☐	☐
	Is s/he able to summarize the main idea of a text about technology or social media platforms?	☐	☐	☐
LO 8: Develop writing skills through technology-related exercises	Is s/he able to write simple sentences using technology-related vocabulary and grammar structures?	☐	☐	☐
	Is s/he able to write a short paragraph describing how they use their smartphone or social media?	☐	☐	☐
	Is s/he able to describe an online activity they enjoy using basic vocabulary?	☐	☐	☐
LO 9: Pronounce technology-related vocabulary correctly	Is s/he able to pronounce vocabulary related to smartphones, social media, and video games accurately (e.g., "device," "upload," "gaming")?	☐	☐	☐
	Is s/he able to stress syllables correctly in multi-syllable words related to technology (e.g., "application," "technology")?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback and participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	5
Unit title	Festivals & Celebrations
Level	Year 2– Level A1+ – General English (GE)
Semester	Two
Subjects	• Celebrations • Party invitation • Party organization • A gift
Unit description	This unit is designed for Year 2– students in the BP program. It introduces students to essential English skills in the context of festivals and celebrations. It focuses on practical communication related to cultural, national, and religious festivities, as well as personal events like birthdays. Students will learn to talk about different types of celebrations, invite others to events, and respond to invitations. They will also practice organizing a party and selecting gifts, which will help build their vocabulary and improve their listening, speaking, reading, and writing skills. The unit is designed to provide students with a foundation for engaging in conversations about various celebrations and the social customs related to them. <u>Week 1:</u> Talk about celebrations in general (national, cultural, religious)

	<u>Week 2:</u> Invite someone to a party, accept, or decline an invitation <u>Week 3:</u> Organize a birthday party <u>Week 4:</u> Choose a gift
Competences	By the end of this unit, the learner will be able to: • Use simple words to talk about national, cultural, and religious celebrations. • Share his\her thoughts on the meaning and customs of different celebrations. • Create and give simple event invitations, either verbally or in writing. • Respond appropriately to invitations, either by accepting or politely declining. • Use phrases to confirm details like time, place, and activities at a celebration. • Plan and describe a party, including decorations, food, and entertainment. • Discuss his\her preferences with others when organizing an event together. • Write short to-do lists or simple invitations with all the necessary details. • Use clear language to discuss gift options, such as size, color, and type. • Have simple conversations about festivals and celebrations. • Start and keep up brief chats about upcoming celebrations, party plans, or gift ideas. • Write short texts related to celebrations, such as invitations, cards, or thank-you notes. • Show cultural awareness when talking about celebrations by recognizing basic customs associated with popular festivals in different cultures.
Prerequisites	• Basic phrases and sentences to express needs and preferences • Singular and plural nouns • Countable and uncountable nouns • Possessive adjectives • Simple present, present continuous, and simple past tense • Adverbs of Frequency • Imperative sentences • Simple question formation and responses
Contents	WEEK 1: TALK ABOUT CELEBRATIONS IN GENERAL (NATIONAL, CULTURAL, RELIGIOUS)

- **Vocabulary:** festival, celebrations, traditions, holidays, events, national days, religious celebrations, culture, fireworks, parades, and ceremonies
- **Grammar**
 - ♦ **Present Simple** for describing celebrations (e.g., “We celebrate Christmas/Fitr every year.”)
 - ♦ **Prepositions of time** (e.g., on Christmas, at Fitr, in December)
 - ♦ **Basic conjunctions** (and, but, or) to link ideas
- **Language Skills**
 - ♦ **Reading:** Read short texts or paragraphs describing different types of celebrations (e.g., Christmas, Eid).
 - ♦ **Listening:** Listen to people talking about their favorite festivals and answer comprehension questions.
 - ♦ **Speaking:** Describe a national or cultural celebration from your country or a celebration you’ve attended.
 - ♦ Discuss in pairs about different types of celebrations and what happens during them.
 - ♦ **Writing:** Write a short paragraph about a celebration that you enjoy and why it’s important.

WEEK 2: INVITE SOMEONE TO A PARTY, ACCEPT, OR DECLINE AN INVITATION

- **Vocabulary:** invitation, parties, accept, decline, RSVP, guest, time, date, location, bring, celebrate, come, join
- **Grammar**
 - ♦ **Modals** for invitations and requests (e.g., “Would you like to come?” “Can you join us?”)
 - ♦ **Present Continuous** for future arrangements (e.g., “We are having a party next Saturday.”)
- **Language Skills**

- ♦ **Reading:** Read and understand a simple invitation to a party, identifying key details such as the time, date, and location.
- ♦ **Listening:** Listen to dialogues where people invite each other to events and determine whether the invitation is accepted or declined.
- ♦ **Speaking:** Role-play inviting a friend to a party and practicing accepting or declining invitations.
- ♦ **Writing:**
 - ✓ Write a short, **informal invitation** to a friend for a celebration.
 - ✓ Practice writing a **polite reply to accept or decline** the invitation.

WEEK 3: ORGANIZE A BIRTHDAY PARTY

- **Vocabulary:** birthday, party, cake, decorations, guests, music, games, invitation, balloons, food, drinks, celebrate
- **Grammar**
 - ♦ **Future with 'going to'** for party planning (e.g., "We are going to buy a cake.")
 - ♦ **Imperatives** for giving instructions (e.g., "Bring some snacks.")
- **Language Skills**
 - ♦ **Reading:** Read a short article or blog post about planning a birthday party.
 - ♦ **Listening:** Listen to a conversation where people plan a birthday party and take notes on their ideas.
 - ♦ **Speaking:** In groups, discuss how to organize a birthday party (what to buy, what games to play, etc.).
 - ♦ **Writing:**
 - ✓ Write a **to-do list** or **plan for a birthday party**, including food, music, and decorations.
 - ✓ Write a short, **informal email** or **message to invite people** to

	your birthday party. WEEK 4: CHOOSE A GIFT • Vocabulary: gift, present, wrapping paper, card, special, surprise, buy, choose, shop, price, store • Grammar ♦ Adjectives to describe gifts (e.g., “a small present”) ♦ Comparatives for comparing gifts (e.g., “This gift is better than that one.”) • Language Skills ♦ Reading: Read short descriptions of different gifts and decide which one is most suitable for a specific occasion. ♦ Listening: Listen to conversations where people discuss choosing gifts and what makes a good gift. ♦ Speaking: Role-play a conversation where you help a friend choose a gift for someone’s birthday. Practice expressing preferences and giving advice on gift selection. ♦ Writing: ✓ Write a short note or card to accompany a gift. ✓ Write a thank-you note after receiving a gift, expressing appreciation.
Method of Instruction	• Interactive Activities: ♦ Celebration Discussions: Encourage students to share their celebrations and local or national holidays. ♦ Celebration Chart: Create a visual chart with festival names and related activities. • Role-Playing: ♦ Inviting and Accepting/Declining Invitations: Invite someone to a festival or party. One student plays the host, while the other plays the

guest. They switch roles to experience both sides of the conversation.

- ◆ **Organizing a birthday party:** Students must describe what to bring, the time, and who to invite.
- ◆ **Gift Choosing:** Act out choosing a gift for a celebration. One describes the occasion, and the other suggests a suitable gift and explains how it matches the occasion.

- **Visual Aids:**

- ◆ **Picture Cards:** Use images of festivals (e.g., Christmas, Eid, Chinese New Year) and party items (e.g., cake, balloons, gifts).
- ◆ **Invitations and Party Planning Charts:** Show samples of party invitations and planning charts.

- **Audio Recordings:**

- ◆ **Festival Conversations:** Discuss how they celebrate festivals.
- ◆ **Invitations and Responses:** People invite others to celebrations and accept or decline invitations.
- ◆ **Weather Reports (if linked to outdoor celebrations):** Use audio clips of weather forecasts to provide additional context for outdoor events or festivals, where weather affects planning.

- **Guided Practice:**

- ◆ **Structured Speaking Tasks:** After introducing key phrases for inviting, accepting, and declining invitations, guide students through structured speaking tasks.
- ◆ **Writing Invitations:** Provide step-by-step guidance for writing a simple invitation to a party or celebration.

- **Pair Work:**

- ◆ **Festival Interview:** Students work in pairs to ask each other about the festivals they celebrate.
- ◆ **Gift Suggestions:** In pairs, students exchange suggestions for appropriate gifts for various occasions.

- **Games:**

- ◆ **Celebration Bingo:** Create bingo cards with festival-related words.
- ◆ **Guess the Festival:** One student describes a festival without saying its name, while others try to guess the festival based on the description.

	♦ Memory Matching Game: Use cards with pictures of celebration items (e.g., candles, cake) and their corresponding words. • Skill Integration: Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit. • Differentiation: Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed. • Personalization: Encourage students to share festivals or celebrations from their own cultures or personal lives. • Technology Integration: Use online research, audio tools, and interactive whiteboards for display, playback, and game creation.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Invite people to various social events, such as family gatherings, birthdays, and holiday celebrations. • Handle invitations respectfully. • Describe celebrations and festivals. • Organize parties or events and provide clear details about the events. • Choose and discuss gifts, expressing preferences. • Write invitations, thank-you notes, and greeting cards. • Understand cultural norms, make small talk, and discuss common foods and drinks at celebrations. • Feel more comfortable in multicultural environments and engage in conversations during celebrations. <u>Interpersonal Skills and Attitudes</u> Students should embody the following interpersonal skills and attitudes for effective interaction: • Demonstrate polite behavior during invitations and show appreciation. • Listen attentively and respond appropriately during celebration conversations.

	• Collaborate to plan and organize events. • Recognize and respect cultural differences and traditions in celebrations. • Demonstrate empathy and consider others' feelings. • Build confidence in initiating and maintaining conversations. • Express gratitude effectively when receiving gifts or compliments. • Constructively provide and receive feedback during group activities or party planning. • Navigate potential challenges during celebrations. • Demonstrate enthusiasm and a positive outlook during celebrations. • Encourage polite language and attentiveness in conversations. • Promote a spirit of cooperation and teamwork. • Cultivate an open-minded attitude toward diverse cultures. • Encourage consideration and sensitivity to others' emotions. • Foster self-assurance in students through open expression. • Emphasize thankfulness and appreciation of others' kindness. • Promote openness to ideas and a willingness to accept constructive suggestions. • Foster a proactive, solution-focused attitude toward social challenges.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: ◆ Celebration Bingo: Use a bingo board with festival-related words. ◆ Invitation Role-Play ◆ Party Planning Group Task • Visual Aids ◆ Festival Posters: Posters showing images of different celebrations worldwide ◆ Invitation Templates: Sample invitations on the board with key phrases highlighted ◆ Celebration Vocabulary Flashcards: Flashcards of celebration-related vocabulary

	• Listening Scripts and Audio Files: Audio recordings or scripts about: ♦ Festivals Around the World: Listen to short audio clips describing different festivals and how they are celebrated. ♦ Accepting and Declining Invitations: Role-play dialogues for students to listen to and practice. • Reading passages: Short reading texts related to the unit's theme • Worksheets can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks. • Assessment strategies include tests, quizzes, oral exams, and writing assessments.
Resources / References	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. TALK ABOUT CELEBRATIONS IN GENERAL (NATIONAL, CULTURAL, RELIGIOUS). https://www.linguahouse.com/esl-lesson-plans/topic/celebrations-and-special-events?page=1&level=elementary https://learnenglishkids.britishcouncil.org/category/topics/festivals-and-celebrations https://test-english.com/reading/a1/three-american-festivals-reading-test/ INVITE SOMEONE TO A PARTY, ACCEPT, OR DECLINE AN INVITATION https://www.youtube.com/watch?v=1a-PhIzJmw https://www.teach-this.com/functional-activities-worksheets/invitations https://test-english.com/writing/a1/how-to-write-an-invitation-email-a1-english-writing/ https://en.islcollective.com/english-esl-worksheets/search/Invitations?page=2 https://www.youtube.com/watch?v=qV3Hp7Ecpok https://learnenglish.britishcouncil.org/skills/listening/a2-listening/invitation-party ORGANIZE A BIRTHDAY PARTY https://promova.com/english-vocabulary/birthday-vocabulary https://www.esleschool.com/a1-birthday-party/ https://wordwall.net/en-gb/community/english/birthday-party https://www.linguahouse.com/esl-lesson-plans/general-english/birthdays-and-parties

	CHOOSE A GIFT https://www.youtube.com/watch?v=cEkcA74jmX8 https://www.youtube.com/watch?v=O33wUmM40ZA https://eslbrains.com/gift-giving/ https://www.talkenglish.com/listening/lessonlisten.aspx?ALID=119 https://english-practice.net/practice-listening-english-exercises-for-a2-gifts/
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of simple dialogues related to festivals, invitations, or celebrations. Have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer True or false questions. ♦ Fill in the blanks. ♦ Match the descriptions to the pictures. ♦ Choose the correct description from a list. ♦ Sequence the activities. • Speaking: Role-play, simulations of real-life conversations, scenarios, or dialogue practice, and interviews/Question & Answer sessions ♦ Role-Play: Engage in role-play scenarios such as inviting a friend to a celebration, accepting or declining an invitation, or planning a party. ♦ Simulations of Real-Life Conversations: Stimulate dialogues such as asking about someone's favorite holiday or describing their own traditions. ♦ Interviews/Question & Answer Sessions: Interview each other about the celebrations you enjoy, asking about the food, activities, and dates of these festivals. WRITTEN SKILLS: • Reading Comprehension: Provide short, simple texts related to Festivals & Celebrations, such as descriptions of different cultural celebrations or sample invitations.

Have students read, then: ♦ Answer questions to demonstrate their comprehension of the content. ♦ Complete vocabulary exercises related to the text. • Writing: Tasks that require students to apply the vocabulary and structures learned in the unit: ♦ Writing Invitations: Write a short invitation to a party or celebration using the correct format, including the date, time, location, and any special instructions. Example: "Write an invitation to your birthday party. Include the place, time, and what the guests should bring." ♦ Describing Celebrations: Write a short paragraph about how they celebrate a specific holiday or event. Example: "Write about how your family celebrates Diwali. What do you eat? What activities do you do?" ♦ Guided Writing: Fill in guided writing templates for party planning or making suggestions about gift ideas. • Language Structure: A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.			
Organization	Work duration	Theory	Practical work
	Listening Speaking Reading Writing	4 hrs	4 hrs
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:	
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Learning Outcomes	Criteria for Assessment	Assessment		
		Yes	No	N/A
LO 1: Talk about celebrations	Is s/he able to name and describe common celebrations in simple terms?	☐	☐	☐
	Is s/he able to explain the importance of these celebrations to their culture or religion?	☐	☐	☐
	Is s/he able to use basic vocabulary to describe celebration-related activities?	☐	☐	☐
	Is s/he able to talk about how they celebrate with family or friends?	☐	☐	☐
LO 2: Invite someone to a party, accept, or decline an invitation	Is s/he able to use phrases to invite someone to a celebration?	☐	☐	☐
	Is s/he able to accept or decline an invitation using polite expressions?	☐	☐	☐
	Is s/he able to respond appropriately to a party invitation using culturally appropriate phrases?	☐	☐	☐
LO 3: Organize a birthday party	Is s/he able to list the items needed to organize a birthday party?	☐	☐	☐
	Is s/he able to describe party-related tasks in simple sentences?	☐	☐	☐
	Is s/he able to use future forms when talking about organizing a party?	☐	☐	☐
LO 4: Choose a gift	Is s/he able to describe common types of gifts?	☐	☐	☐
	Is s/he able to ask and answer questions about gift preferences?	☐	☐	☐
	Is s/he able to use adjectives to describe gifts?	☐	☐	☐
LO 5:	Is s/he able to identify key details from audio about	☐	☐	☐

Comprehend and interpret information from listening exercises	parties, invitations, or celebrations?			
	Is s/he able to answer comprehension questions based on listening exercises about organizing events or choosing gifts?	☐	☐	☐
	Is s/he able to match spoken descriptions of celebrations to the correct image or scenario?	☐	☐	☐
LO 6: Engage in conversations about celebrations	Is s/he able to ask and answer questions about how they celebrate events?	☐	☐	☐
	Is s/he able to participate in role-plays about inviting someone to a party or organizing an event?	☐	☐	☐
	Is s/he able to use celebration-related vocabulary accurately in conversations?	☐	☐	☐
LO 7: Improve reading comprehension skills using celebration-related texts	Is s/he able to identify key information from written texts about festivals, celebrations, or parties?	☐	☐	☐
	Is s/he able to answer reading comprehension questions based on texts about organizing events or giving gifts?	☐	☐	☐
	Is s/he able to give the main idea of a text related to cultural or religious celebrations?	☐	☐	☐
LO 8: Develop writing skills through celebration-related exercises	Is s/he able to write a simple invitation to a celebration?	☐	☐	☐
	Is s/he able to write a short paragraph describing how they celebrate a festival in their culture?	☐	☐	☐
	Is s/he able to describe a party they organized or attended using simple sentences?	☐	☐	☐
LO 9: Pronounce celebration-related vocabulary correctly	Is s/he able to pronounce vocabulary related to celebrations (e.g., "celebrate," "invitation," "gifts") correctly?	☐	☐	☐
	Is s/he able to stress syllables correctly in multi-syllable words related to celebrations?	☐	☐	☐

	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills effectively?	☐	☐	☐

PEDAGOGICAL SEQUENCE

Unit Number	6
Unit title	The World of Work
Level	Year 2– Level A1+—General English (GE)
Semester	Two
Subjects	• Jobs and Professions- Revision • Job advertisement/application • Qualities and Skills • Curriculum Vitae
Unit description	This unit is designed for Year 2—for students in the BP program. This unit aims to develop essential communication skills in English in the context of professional life. It covers vocabulary related to jobs and workplaces, reading and writing job advertisements, and discussing personal skills and qualities required for various professions. It also introduces students to the basics of writing a CV and job applications, helping them prepare for entry-level job opportunities. By the end of the unit, students will have improved their ability to discuss career-related topics and participate in simple job-seeking conversations while practicing reading, writing, speaking, and listening skills. <u>Week 1:</u> Jobs and professions- Revision <u>Week 2:</u> Reading and writing a job advertisement/application <u>Week 3:</u> Discussing qualities and skills <u>Week 4:</u> Completing and writing a Curriculum Vitae
Competences	By the end of this unit, the learner will be able to: • Use job-related vocabulary to describe different professions. • Understand job advertisements and descriptions. • Fill out job application forms. • Ask and answer questions about job vacancies.

	• Learn and use vocabulary related to job applications. • Recognize and describe job-related skills and qualities. • Understand the CV structure and content. • Create a simple CV. • Learn about time management for job searches. • Reflect on personal strengths and skills. • Write short texts related to job searches, such as applications and resumes. • Learn basic job interview etiquette. • Understand the job application process in different countries.
Prerequisites	• Basic phrases and sentences • Simple present tense, simple past tense, and present continuous tense • Imperative sentences • Simple question formation and responses • Descriptive adjectives related to work • Comparative adjectives
Contents	WEEK 1: REVISION OF JOBS AND JOB APPLICATIONS • Vocabulary ♦ Job titles: teacher, doctor, engineer, nurse, manager, cleaner, etc. ♦ Application-related terms: application (job form), job position (job name), vacancy (they need a worker), full-time (all day), part-time (not all day), salary, employer (a person or company that gives you work), employee (a person who works for money) ♦ Basic verbs: apply, work, hire, need, interview • Grammar ♦ Present Simple: (e.g., "I work as a doctor." / "She applies for jobs every week.") ♦ Past Simple: (e.g., "I applied for the job yesterday.") ♦ Modals for ability: Can/can't (e.g., "I can work full-time." / "I can't work weekends.")

- **Language Skills**

- ♦ **Listening:** Listen to short conversations about job interviews or applying for a job.
- ♦ **Speaking:**
 - ✓ Role-play: Ask and answer questions about job applications (e.g., "What job do you want to apply for?" / "I want to apply for a teaching job.")
 - ✓ Describe your own job experience or future plans: (e.g., "I want to work as a nurse.")
- ♦ **Reading:** Read simple job advertisements and job descriptions.
- ♦ **Writing:** Write basic sentences about job roles (e.g., "A doctor works in a hospital." / "I want to apply for a teaching position.")

WEEK 2: READING AND WRITING A JOB ADVERTISEMENT

- **Vocabulary**

- ♦ **Advertisement terms:** qualifications, experience, skills, requirements, responsibilities, apply now, benefits
- ♦ **Adjectives:** experienced, qualified, motivated, full-time, part-time, temporary, permanent

- **Grammar**

- ♦ **Present Simple & Continuous**
- ♦ **Future Simple (will)**

- **Language Skills**

- ♦ **Listening:** Listen to someone reading a job advertisement aloud. Focus on listening for key details such as job title, location, and salary.
- ♦ **Speaking:**
 - ✓ Describe a job advertisement to a classmate.
 - ✓ Discuss which job advertisements are appealing and why.
- ♦ **Reading:**

- ✓ Read job advertisements and match them with specific job roles.
- ✓ Identify the key parts of an advertisement (e.g., job title, salary, qualifications).
- ♦ **Writing:** Write a simple job advertisement, including information about the role, requirements, and how to apply (e.g., "We are looking for a full-time cleaner with two years of experience." / Please send your CV to... ").

WEEK 3: DISCUSS QUALITIES AND SKILLS

• Vocabulary

- ♦ **Skills** (what you can do) and **qualities** (what kind of person you are): hardworking (work well), punctual (come on time), organized, polite, honest (tell the truth), patient (can wait without getting angry)
- ♦ **Job-related skills:** computer skills, language skills, customer service, management, and leadership

• Grammar

- ♦ **Comparatives and Superlatives:** (e.g., "He is more experienced than I am." / "She is the most organized employee.")
- ♦ **Adjectives:** to describe people and their skills (e.g., "He is hardworking.")
- ♦ **Modals** (should/can) to give advice (e.g., "You should have good communication skills." / "You can improve your leadership.")

• Language Skills

- ♦ **Listening:** Listen to a conversation where people discuss their skills and qualities.
- ♦ **Speaking:**
 - ✓ Discuss your own skills and qualities (e.g., "I am good at working in a team.")
 - ✓ Role-play: Employer asking about skills during a job interview

(e.g., "What skills do you have for this job?")

- ♦ **Reading:** Read short descriptions of different people and their skills, and identify which skills match which jobs.
- ♦ **Writing:** Write short sentences describing your skills and qualities (e.g., "I am punctual and hardworking.")

WEEK 4: FILL OUT AND WRITE A CURRICULUM VITAE (CV)

• Vocabulary

- ♦ **CV-related terms:** personal information (name, address, phone number), education (the school you went to), work experience (the jobs you did before), skills (what you can do), hobbies (what you like to do in your free time), and contact details
- ♦ **Useful verbs for CV writing:** list, describe, contact, and obtain

• Grammar

- ♦ **Past Simple** for describing past jobs and education (e.g., "I worked as a cashier for two years." / "I studied at ABC High School.")
- ♦ **Present Continuous** for current roles (e.g., "I am looking for a job in IT.")
- ♦ **Present Simple** for permanent situation (e.g., "I work as a teacher.")
- ♦ **Present Perfect** to describe experiences (e.g., "I have worked in retail for three years.")

• Language Skills

- ♦ **Listening:** Listen to someone describing the parts of a CV and identify which sections of the CV are being mentioned (e.g., personal details, work experience).
- ♦ **Speaking:**
 - ✓ Describe your own work experience and educational background.
 - ✓ Role-play: Talk about your CV in a job interview.
- ♦ **Reading:** Read sample CVs and identify the different sections (e.g.,

	personal information, education, work experience). ♦ Writing: ✓ Fill out a simple CV template, including personal information, education, work experience, and skills. ✓ Write a short CV describing your background and job qualifications.
Method of Instruction	• Interactive Activities: Hands-on activities related to job applications, discussing job advertisements, and building skills for the workplace ♦ Job Market Simulation: Set up a simulated job fair where students visit (different stations) and ask questions about different jobs, and fill out application forms. ♦ Brainstorming: Discuss the qualities and skills needed for different professions. ♦ Interactive Whiteboard Sessions: Fill out sections of a Curriculum Vitae (CV) together as a class. • Role-Playing: Act out workplace situations, such as job interviews, discussing qualifications, or working with colleagues. ♦ Job Interviews: Ask and answer basic questions about qualifications and experience. ♦ Role-Play as an Employer: One student plays the role of the employer, reading out a job advertisement, while others apply for the job, explaining why they are suitable. ♦ Teamwork Situations: Role-play scenarios where students work together to solve simple workplace problems. • Visual Aids: Charts, images, and diagrams to explain key vocabulary and concepts about the world of work, jobs, and applications ♦ Job Advertisement Posters: Show posters or slides with sample job advertisements. ♦ CV Templates: Display different CV templates. ♦ Job Description Infographics: Use images that represent different professions to help students connect job titles with roles. • Audio Recordings: ♦ Listening to Job Interviews: Listen to candidates talk about their

experience and skills.

- ♦ **Job Advertisements Audio**
- ♦ **Conversations Between Colleagues:** Listen to short dialogues in which people discuss their work tasks or skills.
- **Guided Practice:** Provide a structured approach to completing tasks step by step, such as writing job applications or filling out CVs, providing support and structure as they learn new skills.
- **Pair Work:** Work in pairs to complete tasks such as role-playing, discussing job ads, or reviewing each other's CVs.
 - ♦ **Mock Interviews:** Students pair up and conduct short job interviews, with one as the employer and the other as the applicant.
 - ♦ **Peer CV Review:** After writing their CVs, students swap them with a partner and review each other's work, offering suggestions or corrections.
 - ♦ **Job Advertisement Creation:** In pairs, students create a job advertisement and present it to the class.
- **Games:**
 - ♦ **Job Vocabulary Bingo:** Create bingo cards with job titles or skills. The first student to get a line or a full card shouts: "Bingo!"
 - ♦ **Job Match-Up:** Provide a set of job descriptions and job titles.
 - ♦ **Jeopardy-style Game:** Set up a game where students answer questions related to job skills, qualifications, or job application procedures to earn points for their team.
- **Skill Integration:** Ensure a balanced focus on listening, speaking, reading, and writing skills throughout the unit.
- **Differentiation:** Adapt activities to suit the varying levels and learning styles of students, providing additional support or challenge where needed.
- **Personalization:** Allow learners to choose topics and materials that interest them.
- **Technology Integration:** Use technology such as computers, mobile apps, and online resources to enhance instruction.
 - ♦ **Online CV Builders:** Use online tools or templates to create and

	format their CVs. ♦ Job Search Practice: Search for simple job advertisements on job websites and ask them to identify key information. ♦ Language Learning Apps: Use apps like Quizlet for vocabulary practice, focusing on job-related terms and definitions. ♦ Video Tutorials: Show short video clips about job interviews or workplace scenarios.
Practical Skills, Interpersonal Skills, and Attitudes	<u>Practical Skills</u> Learners should develop practical skills for effective communication in various situations. • Practice identifying job roles and matching job titles with responsibilities. • Fill out basic job application forms and practice basic interview skills. • Scan job advertisements for specific information. • Write their own job advertisements using job titles, qualifications, and skills learned. • Find real or mock job advertisements and present them to the class. • Identify and discuss their personal strengths and qualities related to work. • Participate in group discussions about the skills required for different job roles. • Engage in mock job interviews and respond to common interview questions. • Fill out a basic CV template with personal information, educational background, and work experience. • Present their CVs in class and email them to potential employers. • Practice basic time management skills. <u>Interpersonal Skills and Attitudes</u> Students should embody the following interpersonal skills and attitudes for effective interaction: • Show attentiveness and respect when others speak. • Use simple language to express ideas and ask questions. • Use appropriate body language, such as maintaining eye contact, smiling, and

	using gestures, to show engagement. • Cooperate with colleagues, participate in group tasks, and share responsibilities. • Be willing to help others and ask for help when needed. • Handle simple work-related problems with patience and a positive attitude. • Be open to change and willing to adjust to new situations. • Be on time and complete tasks as expected. • Take ownership of their actions and work diligently to meet expectations. • Show interest in the work and approach tasks with energy. • Stay positive even when faced with difficulties and remain committed to improving. • Treat colleagues and supervisors with kindness and respect, regardless of their position. • Share their thoughts while respecting others' ideas. • Address conflicts with maturity and find common ground. • Acknowledge mistakes and apologize when appropriate.
Documents	• Lesson Plans: Detailed plans for each lesson covering the subjects in this unit • Interactive Classroom Activities: ◆ Job Application Role-Play: Job application forms, example job advertisements, and role cards ◆ Job Fair Simulation: Job role cards, company name tags, and badges ◆ Skill Matching Game: Cards with job titles and cards with skills • Visual Aids ◆ Job Advertisement Posters: Large posters showing different job advertisements, real-life job ads cut from newspapers or printed from websites ◆ Mind Maps for Job Skills: Large sheets of paper, markers, or digital mind-mapping tools ◆ Curriculum Vitae (CV) Templates: A large poster showing a sample CV layout

	• Listening Scripts and Audio Files: Audio recordings or scripts about: ♦ Job interview scenario ♦ Workplace instructions ♦ Job advertisement announcement • Reading passages: Short reading texts related to the unit's theme ♦ Job advertisement: "Sales Assistant Wanted" ♦ Employee of the Month ♦ How to write a CV • Worksheets can include vocabulary exercises, grammar practice, reading comprehension, and writing tasks. • Assessment strategies include rubrics, tests, quizzes, oral exams, and writing assessments.
Resources / References	The materials or information provided are meant to serve as a guide or an example, rather than being mandatory or definitive. REVISION/ JOBS AND PROFESSIONS https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/jobs-1 https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/jobs https://www.youtube.com/watch?v=Uligy8pVKkA https://test-english.com/listening/a1/whats-your-job-a1-english-listening-test/ READING AND WRITING A JOB ADVERTISEMENT/APPLICATION https://learnenglish.britishcouncil.org/skills/reading/a1-reading/job-adverts https://learnenglishteens.britishcouncil.org/skills/writing/a1-writing/applying-job https://learnenglish.britishcouncil.org/skills/writing/a1-writing/application-form https://englishpracticetest.net/write-a-letter-applying-for-the-job-a2-english-writing-test/ https://en.islcollective.com/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/jobs-and-work/job-advertisements-fictitious/92707 DISCUSS QUALITIES AND SKILLS https://www.twinkl.com/teaching-wiki/difference-between-skills-and-qualities

	https://www.twinkl.com/search?q=skills+and+qualities+powerpoint&c=118&ca=510&ct=esl&r=teacher https://www.youtube.com/watch?v=raciWDuuSNs https://www.youtube.com/watch?v=1bcJAXY2Sb4 FILL OUT AND WRITE A CURRICULUM VITAE https://www.eslprintables.com/teaching_resources/tests_and_exams/a1_level/Personal_Details_CV_resume_394889/ https://en.islcollective.com/english-esl-worksheets/search/curriculum+vitae https://www.macmillanenglish.com/lb/blog-resources/article/creating-a-cv https://www.youtube.com/watch?v=Sv45Dc4r0KU
Evaluation	ORAL SKILLS: • Listening Comprehension: Play an audio recording of simple job-related dialogues (e.g., job interviews, workplace instructions). Have students listen, then: ♦ Answer multiple-choice questions. ♦ Answer True or false questions. ♦ Fill in the blanks. ♦ Match the descriptions to the pictures. ♦ Choose the correct description from a list. ♦ Sequence the activities or steps mentioned, or answer questions about them. • Speaking: Role-play, simulations of real-life conversations, scenarios, or dialogues practice, interviews/question & answer sessions related to job applications and workplace scenarios ♦ Role-Play Job Interviews: One student acts as the employer, the other as the applicant. ♦ Scenarios: Present workplace scenarios where students need to respond appropriately. ♦ Qualities and Skills Discussion: Students discuss the qualities and skills needed for specific jobs.

Organization	♦ Interviews/Question & Answer Sessions: Pair students for a mock interview. The interviewer asks questions such as "What skills do you have?" and "Why do you want this job?" WRITTEN SKILLS: • Reading Comprehension: provide short, simple job-related texts (e.g., job ads, employee profiles, workplace memos). Have students read, then: ♦ Answer questions to demonstrate their comprehension of the content. ♦ Complete vocabulary exercises related to the text. • Writing: Students will complete writing tasks related to job applications and resumes. ♦ Write a Short Job Application: Students fill out a simple application form or write a cover letter, including personal information, skills, and work experience. ♦ Write a Simple Job Advertisement: Students write a short job ad, including the job title, required skills, and contact information. ♦ Write About Job Skills: Students write a paragraph describing the skills needed for a specific job (e.g., "What skills does a teacher need?"). ♦ Write a Simple CV: Students complete a basic CV template with personal information, education, skills, and work experience. • Language Structure: A grammar test will evaluate students' understanding and application of the grammatical concepts taught in the unit, such as verb tenses, modals, vocabulary, and sentence structure.		
	Work duration	Theory	Practical work
	Listening Speaking Reading	4 hrs	4 hrs

	Writing		
	Total	8 hrs	

FORMATIVE ASSESSMENT

Student Name:	Date:			
Learning Outcomes	Criteria for assessment	Assessment		
		Yes	No	N/A
LO 1: Read and understand a job advertisement	Is s/he able to identify key information in a job advertisement (e.g., job title, responsibilities, qualifications, salary)?	☐	☐	☐
	Is s/he able to explain the main requirements of a job advertisement in simple sentences?	☐	☐	☐

	Is s/he able to recognize common phrases and vocabulary in job advertisements?	☐	☐	☐
	Is s/he able to differentiate between different types of jobs?	☐	☐	☐
LO 2: Write a simple job advertisement	Is s/he able to write a basic job advertisement using appropriate vocabulary and structure?	☐	☐	☐
	Is s/he able to include essential details in their job advertisement (e.g., job title, responsibilities, qualifications)?	☐	☐	☐
	Is s/he able to use correct grammar and vocabulary when writing a job advertisement?	☐	☐	☐
	Is s/he able to describe job qualifications and skills in simple terms?	☐	☐	☐
LO 3: Discuss personal qualities and skills	Is s/he able to identify personal qualities?	☐	☐	☐
	Is s/he able to describe their own qualities and skills using simple sentences?	☐	☐	☐
	Is s/he able to talk about the skills needed for different jobs?	☐	☐	☐
	Is s/he able to use job-related vocabulary accurately in discussions about skills and qualities?	☐	☐	☐
LO 4: Fill out a simple Curriculum Vitae (CV)	Is s/he able to fill out a basic CV template with personal information?	☐	☐	☐
	Is s/he able to list their education and work experience in the correct sections of the CV?	☐	☐	☐
	Is s/he able to identify and include important sections in a CV (e.g., personal profile, skills, languages spoken)?	☐	☐	☐
	Is s/he able to use appropriate vocabulary and sentence structures to describe their skills and experience?	☐	☐	☐

LO 5: Write a basic Curriculum Vitae (CV)	Is s/he able to write a simple CV from scratch, including all essential sections?	☐	☐	☐
	Is s/he able to describe their job responsibilities and achievements in previous positions using clear and simple sentences?	☐	☐	☐
	Is s/he able to use the past tense appropriately when describing previous work experience?	☐	☐	☐
LO 6: Comprehend and interpret information from listening exercises	Is s/he able to understand key information from listening exercises related to job advertisements, skills, or writing a CV?	☐	☐	☐
	Is s/he able to answer comprehension questions based on audio material about job-related topics?	☐	☐	☐
	Is s/he able to recognize job-related vocabulary in listening exercises?	☐	☐	☐
LO 7: Engage in conversations about work and careers	Is s/he able to ask and answer questions about job advertisements, skills, and CVs?	☐	☐	☐
	Is s/he able to discuss their future job aspirations using simple vocabulary?	☐	☐	☐
	Is s/he able to participate in role-plays about job applications and interviews?	☐	☐	☐
LO 8: Improve reading comprehension skills using work-related texts	Is s/he able to understand key information from reading job advertisements, CV samples, or job descriptions?	☐	☐	☐
	Is s/he able to answer reading comprehension questions about job roles, requirements, and skills?	☐	☐	☐
	Is s/he able to identify relevant qualifications and skills in a job description?	☐	☐	☐
LO 9: Develop writing skills through work-	Is s/he able to write simple sentences about their job preferences, skills, and experience?	☐	☐	☐
	Is s/he able to write a short paragraph describing their	☐	☐	☐

related exercises	skills and qualities?			
	Is s/he able to describe their education and work experience in writing using correct grammar?	☐	☐	☐
LO 10: Pronounce work-related vocabulary correctly	Is s/he able to pronounce vocabulary related to job advertisements, qualities, and CVs correctly (e.g., “responsibilities,” “qualifications”)?	☐	☐	☐
	Is s/he able to improve pronunciation based on feedback?	☐	☐	☐
	Is s/he able to participate in pronunciation drills related to work and career vocabulary?	☐	☐	☐