

LEVEL 1: UNIT 2

I DO WHAT I LIKE; I LIKE WHAT I DO

PERFORMANCE CONTINUUM

NOVICE LOW	NOVICE MID	NOVICE HIGH
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
APPROACHING EXPECTATIONS I struggle to communicate--even on very familiar topics. Given adequate time and familiar cues, I may be able to exchange greetings, give my identity, and name a number of familiar objects from my immediate environment.	MEETING EXPECTATIONS I can communicate on very familiar topics using a variety of words and memorized phrases that I have practiced and memorized.	EXCEEDING EXPECTATIONS I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.



PERFORMANCE TARGET:

I can have a conversation about what I like to do and what I don't like to do

ENDURING UNDERSTANDING

- Students will make observations about themselves and understand how choices we make shape who we become.

ESSENTIAL QUESTIONS

- How does what I do define who I am?
- How do the practices of teens in the target culture differ from mine? How are they the same?
- What cultural perspectives are revealed through these differences?

TOPICS & CULTURAL CONNECTIONS

- Likes and dislikes
- Activities: food, sports, music, videogames, etc.
- Basic weather

- Likes & dislikes of youth in the target culture and the cultural aspects these reveal.



UNIT LEARNING TARGETS

What will students be able to do with what they learn and acquire?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
LISTENING	READING	PERSON-TO-PERSON	SPEAKING	WRITING
<ul style="list-style-type: none"> - I can understand when someone talks about their likes and dislikes. - I can understand how often or when someone does an activity they like. - I can understand when someone is talking about the weather. 	<ul style="list-style-type: none"> - I can read and understand a simple description of the weather. - I can read and understand a description of different activities. - I can read short descriptions of what people like to do and match them up with the appropriate pictures. 	<ul style="list-style-type: none"> - I can ask and answer simple questions about activities I like to do. - I can have a conversation about what I don't like to do. - I can have a conversation about seasons and/or weather and the activities I like to do at that time. 	<ul style="list-style-type: none"> - I can say what I like to do, including when and why. - I can say what I don't like to do, including when and why not. - I can describe the weather today. 	<ul style="list-style-type: none"> - I can describe what I like to do, including when and why. - I can describe what I don't like to do, including when and why not. - I can write a journal entry comparing my likes and dislikes to that of a teen from the target culture.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

PRESSENTATIONAL SPEAKING	INTERPERSONAL	INTERPRETIVE READING
<p>You've just arrived to your (target language) study abroad class in (target language country) and have been asked to stand and give a 1 minute introduction of yourself including things you like and dislike, and why.</p> <p>*Students will turn in an audio file. Use language lab or cell phones to record.</p>	<p>Your friend in (target country, city) is doing a report for his class on typical students in the U.S. Answer the questions you hear to give more information about yourself. (Level up - compare yourself to a typical teen)</p> <p>Questions:</p> <ul style="list-style-type: none"> -What is your name? -What are some of your favorite things to read, watch, listen? Why? -What are your favorite things to eat? Why? -What activities do you like to do after school? Why? -What do you like to do in summer? Why? -What do you like to do in winter and why? -What do other teenagers like to do? -Is there anything else you can tell me about yourself? <p>To be interpersonal, students cannot know, in advance, what questions they will be asked. Simulate a conversation as realistically as you can. Can be recorded using phones or in the LANGUAGE LAB.</p>	<p>Students will read 4 descriptions of different people. Based on their likes and dislikes, students will decide which of these 4 people would get along the best. They should use 3 different examples to support their answer.</p>



VOCABULARY

What will learners need to know?

SUGGESTED LANGUAGE CHUNKS

- I like / don't like ...+ nouns or verbs - Do you like...?
- You don't like...?
- What do you like to do?
- I like...because...
- My favorite... is...
- What do you like?
- What don't you like?
- What do you like to do?
- What don't you like to do?
- When do you...?
- Why do you like...
- What is your favorite...?
- What's the weather like?

- I like..., but he likes... (etc.) - I like..., and she likes..., too.
- It is(weather term) today.
- yesterday, it was ...(weather term)
- tomorrow, it will be... (weather term)

(Novice students are expected to have acquire full control of the present expressions but only partial or conceptual control of the past and future expressions. Be sure to provide input using these expressions as lexical chunks--avoid the trap of teaching them as a "verb" lesson.

SUGGESTED VOCABULARY

Time references e.g.

seasons
morning
weekend
holidays

Adverbs of frequency e.g.

sometimes
never
a lot
a little
every day
rarely
always
often

Basic weather e.g.

it's hot
it's cold
it's raining
it's snowing

Basic sports e.g.

baseball
soccer
football

Things, e.g.

music
video games
movies
books

Basic foods, e.g.

chocolate
candy

Basic activities e.g.

to draw
to read
to play
to listen (to music)
to study
to ride....
to eat...
to sing
to watch (TV, etc.)
to sleep

